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ABSTRACT

This curriculum guide, an augmented and updated version of a guide developed at a June 1980 workshop, consists of materials for teaching a performance-based course in family life education. Addressed in the individual units of the guide are the following topics: establishing an independent family unit, managing interpersonal relationships, managing parenting decisions, using community resources, managing resources, and making consumer decisions and maintaining family unity. Each unit contains some or all of the following: a competency statement; a lesson plan consisting of cross-referenced performance objectives, performance guides, learning experiences and instructional resources; and a series of supplementary handouts, exercises, and information sheets. An annotated list of resources for family life education programs concludes the guide. (MN)

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A GUIDE FOR PLANNING PERFORMANCE-BASED FAMILY LIFE EDUCATION IN HOME ECONOMICS EDUCATION PROGRAMS

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1983

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PHILOSOPHY OF HOME ECONOMICS EDUCATION

In this ever-changing world with its constant development of knowledge concerning people and things, we are aware of a definite need for a continuously developing curriculum.

As our society changes, the family is the basic unit that functions to meet the needs of its members in order to produce healthy personalities and to prepare individuals for a meaningful existence in society. Changes require vision and intelligence to assist individuals in meeting changes. Some aspects of homemaking taught at the secondary levels are felt to be necessary for everyone, including boys and girls.

Human relations and management are the two concepts that direct our teaching.

We believe that competencies fundamental to family living are:*

- establish values which give meaning to personal, family and community living; select goals appropriate to these values.
- create a home and community environment conducive to the healthy growth and development of all members of the family at all stages of the family cycle.
- achieve good interpersonal relationships within the home and within the community.
- nurture the young and foster their physical, mental and social growth and development.
- make and carry out intelligent decisions regarding the use of personal, family and community resources.
- establish long-range goals for financial security and work toward their achievement.
- plan consumption of goods and services--including food, clothing and housing--in ways that will promote values and goals established by the family.

* Committee on Philosophy and Objectives of Home Economics, "Home Economics New Directions," American Home Economics Association, 1959.

- purchase consumer goods and services appropriate to an over-all consumption plan and wise use of economic resources.

- perform the tasks of maintaining a home in such a way that they contribute effectively to furthering individual and family goals.

- enrich personal and family life through the arts and humanities and through refreshing and creative use of leisure.

- take an intelligent part in legislative and social action programs which directly affect the welfare of individuals and families.

- develop mutual understanding and appreciation of differing cultures and ways of life, and cooperate with people of other cultures who are striving to raise levels of living.

We believe the home economics teacher should:

- understand him/herself.

- know home economics' subject matter and skills.

- be creative, enthusiastic and grow professionally.

- provide opportunities for optimum development of students.

- base the program on the needs and concerns of the students, school and community by pupil- teacher-parent planning.

- direct students into self-governed thoughts and actions.

- include evaluation as an intrinsic part of a continuous process in the total growth of the individual.

INTRODUCTION

Home economics has the responsibility of helping individuals learn to function effectively as family members in an increasingly complex society. People must interact and function within a web of relationships with family members, peers, employers, friends, colleagues and authorities. Those persons who understand themselves and others, establish a system of values, and set goals tend to develop quality relationships that foster a satisfying and happy life.

Technological, cultural, social, and economic changes have affected the traditional role of the family and created new patterns of living. Families face the problems of early marriage, young parenthood, three-generation families, physical mobility, changing roles of family members, and dual responsibilities of homemakers and wage earners. It is increasingly apparent that problems of deliquency, crime, sexual deviance, alcoholism, drug abuse, and mental disease contribute to ineffective family relationships.

When there is an awareness that all is not well, a challenge to bring about improvement is fundamental. Fully functioning families are the best insurance for a fully functioning society. Since the family is the basic unit of society, instruction in this area is essential. Home economics education accepts this challenge and strives to provide realistic, comprehensive family life education.

Family life education has an unique contribution to make in the field of human relationships and the management of resources to achieve individual and family goals. This curriculum guide was developed as a tool for the teacher in helping learners to comprehend personal and family values, interpersonal skills and managerial skills that contribute to responsible, informed behavior.

This curriculum, as developed, takes the approach that relationships are a personal resource and can be managed to help individuals function at a satisfactory level in the family and in the community.

USE OF THE GUIDE

South Carolina is involved in a major effort to implement performance-based vocational education. PBVE focuses on providing each student with the specific skills and knowledge required to obtain and hold a job in the field of his/her choice. Performance-based vocational education relies on these assumptions.

1. The skills and knowledge that students learn should be directly related to the duties and responsibilities they will have to perform on the job.

2. The skills and areas of knowledge combined with the means for evaluating their attainment should be specified in advance and made known to the students.

3. Students should be provided with whatever instructional experiences they need to attain the skills and knowledge required by the jobs they are aiming for.

In performance-based education, the emphasis is on attaining clear-cut, measurable, competencies -- not on spending two years in a course, getting a passing grade, or any of the other conventional standards for evaluating a student's progress. Since performance-based vocational education stresses helping every student acquire the specific skills and knowledge needed on the job, the student outcomes, or competencies desired, must be clearly defined.

Management of interpersonal relationships is a "job" involved in the occupation of homemaking. All individuals, male and female, are homemakers. **A Guide for Performance-Based Family Life Education in Home Economics Programs** has been developed to assist the home economics teacher in designing a performance-based instructional program to prepare students for the occupation of homemaking. The guide identifies competencies necessary for effective functioning within a complex social system. Performance guides have been utilized to indicate a series of steps which, when completed, should enable the student to perform the task/behavior specified by the performance objective.

Each teacher is encouraged to use this Guide as a beginning foundation for the development of performance-based instruction within the home economics program. As this Guide is used and such instruction is developed, it is necessary to understand the basic terms and premises involved.

Competency

A skill, either cognitive, affective or psychomotor, which is required in life or in a vocation and which the student is expected to master and demonstrate at the completion of the educational program.

Performance-Objective

A statement which gives direction to learning by communicating the intent or purpose of the learning--a statement of what the learner is to be able to do when he/she has successfully completed a learning experience.

In developing a course of instruction, performance objectives can be used in at least four major ways. First, stated objectives can help identify exactly what should be taught and force teachers to make decisions which should clearly define the goals of instruction.

Second, objectives aid in sequencing content within the course and help the teacher select appropriate instructional techniques and materials. Third, stated objectives simplify the development of those measures that will determine the student's ability to perform tasks. The criteria for making judgments about the performance levels of students is determined prior to actual instruction. Finally, after a program (or course) has been developed and used in the classroom, the objectives provide a means of evaluating the success of that program.

A performance objective must contain the following:

1. Identification of the **terminal performance** which the teacher attempts to produce. (Terminal performance refers to the behavior the student is to be able to demonstrate at the conclusion of a learning experience.)

2. Description of the important **conditions** under which the behavior is expected to occur. (Conditions refer to any and all limits or circumstances under which the student will perform.)

3. Identification of a **standard, criteria, or level of acceptance.** (Level of acceptance refers to how well the student must perform the task/behavior in order to be classified as having achieved mastery.)

Performance-Guide (PG)

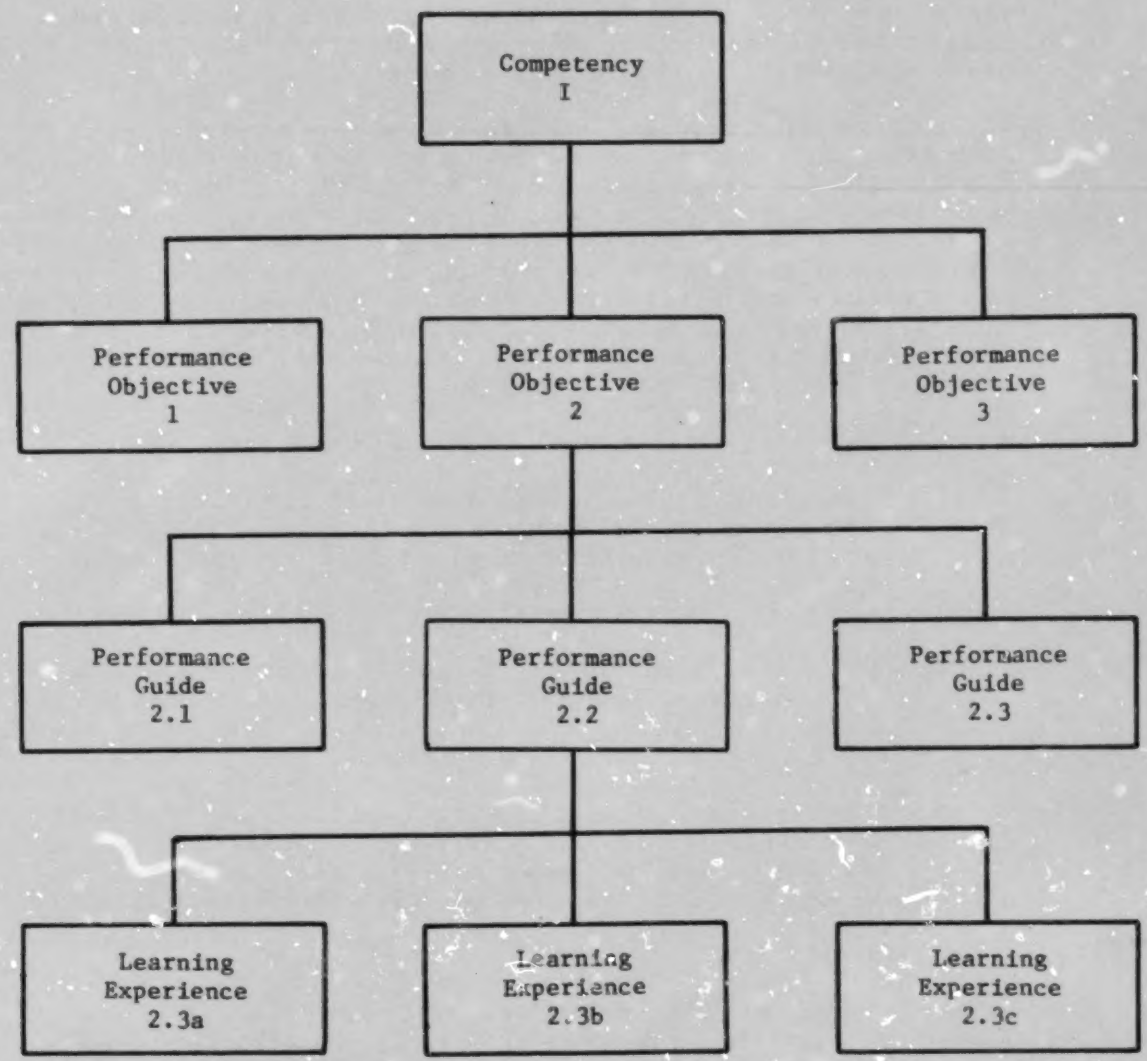
A series of steps arranged in a sequence ordinarily followed which, when completed, may result in the

performance of a task. The guides may be viewed as enabling objectives which help the student work toward achievement of the performance objective.

Learning Experiences

A series of activities designed to assist the student to master specific knowledge and skills. Because PBVE is student centered, all learning experiences are written in terms of what the student should do. Student learning experiences dictate the teacher preparation and teacher activities which are necessary.

The diagram below indicates the relationships of the components of the Guide. Note that performance guides and learning experiences are pictured for only one objective. It must be remembered that each objective has its respective guides and experiences.



To facilitate the use of the Guide, two symbols have been used to denote teacher evaluation activities.

e - Designates evaluation related to a performance guide (or enabling objective). When this symbol is used after a learning experience, it is suggested that the teacher evaluate the student's work and inform the student of his/her progress toward the achievement of specific tasks.

E - Designates evaluation related to a performance objective. When this symbol appears after the learning experiences, it indicates that the student has completed activities contributing to the achievement of each performance guide and is now ready to demonstrate mastery of a major task. Successful completion of the performance objective indicates the student possesses a skill which contributes to the achievement/mastery of the competencies of the educational program.

The **Guide for Performance-Based Family Life Education in Home Economics Programs** has been designed to promote an effective PBVE program. It is hoped that teachers will use this resource to expand performance-based instruction within home economics education.

FAMILY LIFE EDUCATION

Competencies

FL-I	The student will describe the impact one's choices have on one's lifestyle and the responsibility one has in managing one's choices.
FL-II	The student will exhibit attitudes and skills that enable individuals to manage interpersonal relationships in the family and community.
FL-III	The student will acknowledge how the rights and responsibilities of parents and children influence the fulfillment of parenting roles.
FL-IV	The student will recognize the relationship between the individual, family and the community in the provision of resources to meet the needs of the family.
FL-V	The student will demonstrate the ability to manage personal and family resources to achieve family goals.
FL-VI	The student will make consumer choices to satisfy basic family needs based on available information and sound decision-making procedures.

UNIT: Establishing an Independent Family Unit

COMPETENCY: I. The student will describe the impact one's choices have on one's lifestyle and the responsibility one has in managing one's choices.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
1. Given a list of situations similar to one's personal experiences, select three. Resolve each situation using the decision-making process. Indicate what personal characteristics (goals, values, standards) influenced the final decision.	1.1 Define "decision" and list the steps in the decision-making process.	1.1a Read resources on decision making and identify the components of the decision-making process. 1. Identify problem or situation. 2. Consider alternatives. 3. Consider consequences of alternatives. 4. Select the best alternative. 5. Implement the best alternative. 6. Evaluate the results .	McGinley. **People,** pp. 168-173. Thal and Holcombe. **Your Family and Its Money,** rev. ed., pp. 89-106. Ryder. **Contemporary Living,** pp. 80-82.
		1.1b Given a copy of the steps in decision making, apply the process to a family situation or concern.	Supplement 1: "Decision-Making Chart."
		1.1c View and discuss the filmstrips "Decision-Making Skills" or "Time of Your Life."	Filmstrips/Cassettes: "Decision-Making Skills," Guidance Associates (Available from Clemson Extension Service). "Time of Your Life," Tupperware Educational Services.
	1.2 Apply the decision-making process to resolve realistic situations.	1.2a Role play a decision-making skit. Answer the following questions. 1. What pattern of decision making does each support? 2. What are the advantages and disadvantages of each pattern? 3. What potential conflict may arise between the couple?	Supplement 2: "Decision-Making Skit."
		1.2b Make a report telling how your present values and goals influenced a decision you have made relating to your future.	

UNIT: Establishing an Independent Family Unit

COMPETENCY: I. The student will describe the impact one's choices have on one's lifestyle and the responsibility one has in managing one's choices.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
	1.3 Identify factors which will influence the decision-making process.	1.3a Listen to a panel of teenagers and parents discuss problems facing teenagers. a. Brainstorm impulsive reactions teenagers often make to the problems. b. List factors which can be considered before reacting to a problem.	
		1.3b Use the steps in the decision-making process to resolve a selected problem. e	
		1.3c Given selected problems, compare the impulsive response vs. the non-impulsive response.	Supplement 3: "Case Situations."
		1.3d After reading a case study, discuss how decisions affect one's achievements.	Supplement 4: "Profile: Rosa Parks."
	1.4 Determine the relationship between decisions made and personality communication.	1.4a List the types of behavior that an individual must accept responsibility for. For example: 1. Choosing a life style 2. Choosing a date 3. Choosing a mate 4. Developing morals to live by 5. Obeying or disobeying laws	
		1.4b Given the statement "Accepting willingly the responsibility for one's own behavior is a sign of maturity," explain the meaning of the statement.	

UNIT: Establishing an Independent Family Unit

COMPETENCY: I. The student will describe the impact one's choices have on one's lifestyle and the responsibility one has in managing one's choices.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		1.4c Referring to case situations in 1.3c, discuss how personality can be communicated by the decisions made in each situation.	
		1.4d Using the case study of the Rosa Parks story, discuss how personality characteristics which are not clearly evident can be brought to the surface when one is forced to make a decision.	
	1.5 Predict the relationship between decisions made and goal achievement.	1.5a Explain why it is better to establish goals and choose a style than it is to "drift" into a style.	Ryder. Contemporary Living, pp. 133-149.
		1.5b Prepare a list of guidelines for making a choice of life styles.	
		e	
		1.5c View and discuss the filmstrip: "Life Goals: Setting Personal Priorities."	uman Relations Media. (See Resource List for address.)
		E	

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UNIT: Establishing an Independent Family Unit

COMPETENCY: I. The student will describe the impact one's choices have on one's lifestyle and the responsibility one has in managing one's choices.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
2. Given a biographical sketch of a male and a female, identify personal characteristics which influence their life style selection. Determine the life style choice you feel is best for each individual and give a reason for your choice.	2.1 Define life style and identify life style alternatives.	2.1a Read related references and view filmstrips about life styles.	Sasse. **Person to Person,** Chapter 12. Sasse. **Person to Person Student Guide,** Chapter 12. Activity Sheets. Filmstrips/Cassettes: "Life-Styles: Options for Living," Butterick. (See Resource List for address.) Supplement 5: "Life Styles."
		2.1b Brainstorm to list the various life styles you have read about in the newspaper, seen in the movies or TV, or know about. 1. Singlehood 2. Single parenthood 3. Communal living 4. Living together 5. Renewable marriage 6. Contract for marital expectations 7. Childless marriage 8. Two-career marriage 9. Open marriage 10. Group marriage 11. Traditional marriage 12. Divorce and remarriage	Sasse. **People to People,** pp. 258-285.
		2.1c List the advantages and disadvantages of each life style. e	
		2.1d Identify some adjustments that might be necessary to change from one life style to another.	

UNIT: Establishing an Independent Family Unit

COMPETENCY: I. The student will describe the impact one's choices have on one's lifestyle and the responsibility one has in managing one's choices.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
	2.2 Define marriage and list marriage forms common today.	2.2a Read current resources and identify the kinds of marriages that exist in today's society.	Sasse. Person to Person, pp. 266-278. Westlake. Relationships, a Study in Human Behavior, rev. ed., pp. 23[illegible]-239.
		2.2b View and discuss the film entitled "Marriage: What Kind for You?"	Film: "Marriage: What Kind for You?" South Carolina Department of Mental Health Film Library.
	2.3 List the purpose(s) of married life.	2.3a Make a list of words that express attitudes toward marriage. Compare the list with the lists made by each class member. e	
		2.3b Answer the following questions based on the previous activity. 1. What were the most commonly mentioned attitudes/reasons for marrying? 2. How often were realistic ideas about marriage expressed? 3. Will the traditional kind of marriage be able to meet the needs of all members of the class? 4. What marriage form do you think you might choose? Defend your answer. e	

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UNIT: Establishing an Independent Family Unit

COMPETENCY: I. The student will describe the impact one's choices have on one's lifestyle and the responsibility one has in managing one's choices.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
	2.4 Define singlehood and identify advantages and disadvantages of this life style.	2.4a Discuss society's attitudes toward single persons at various stages of development--teenager, young adult, middle age and later years.	
		2.4b List attitudes and aspects of life in remaining single for a few years or for a lifetime.	
		2.4c Write a paper on the topic "Society should change its attitudes toward the unmarried because..."	
		e	
		2.4d Read references and participate in a round table discussion. Compare the adjustments of a singel male parent to a single female parent.	Westlake. **Relationships, a Study of Human Behavior,** pp. 310-312. **U.S. News and World Report,** "The American Family: Beat--But Not Broken," pp. 48-61. Westlake. **Relationships, a Study in Human Behavior,** pp. 306-315.
		E	

UNIT: Establishing an Independent Family Unit

COMPETENCY: I. The student will describe the impact one's choices have on one's lifestyle and the responsibility one has in managing one's choices.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
3. Using your own biographical sketch as a starting point, list mate characteristics which are highly compatible with your personality and goals. List the benefits you would like to derive from a steady dating relationship.	3.1 Define relationships and describe different types of relationships.	3.1a Read references to identify relationships.	Sasse. **Person to Person,** pp. 224-230. Westlake. **Relationships, a Study in Human Behavior,** rev. ed., pp. 133-135, 139-140, 141-147. Riker and Riker. **Me: Understanding Myself and Others,** p. 18.
		3.1b As a group, compose a definition of relationship.	
		3.1c List the various types of relationships a person is a part of throughout his/her life span.	
	3.2 List the purposes/values of interpersonal relationships.	3.2a Write an imaginary want ad for each of the following. 1. Father wanted 2. Daughter available 3. Friend wanted e	Sasse. **Person to Person,** p. 230.
		3.2b Share imaginary descriptions and discuss why certain personal qualifications you included are important to you.	
	3.3 Describe the qualities of positive interpersonal relationships.	3.3a Brainstorm and identify the types of relationships you are currently involved in.	

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COMPETENCY: I. The student will describe the impact one's choices have on one's lifestyle and the responsibility one has in managing one's choices.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		3.3b Group your relationships as negative or positive.	
		3.3c Select one positive relationship and list the benefits you derive from it.	
	3.4 Define dating and list reasons for dating as a form of relationship.	3.4a Read selected references and view film to determine: 1. Why individuals date. 2. Why individuals may choose not to date. 3. Functions of dating.	Sasse. **Person to Person,** pp. 108-114, 245-246, 250-253. **Married Life,** pp. 95-104, 84-86. **Psychology for Living,** pp. 506-507. Westlake. **Relationships, a Study in Human Behavior,** pp. 195-198. **Your Marriage and Family Living,** pp. 101-106. SC Department of Mental Health Film Library. "Worth Waiting For," Anatomy of a Teenage Courtship."
		3.4b Form buzz groups and describe the levels of dating. Give examples from case situations.	Riker and Riker. **Me: Understanding Myself and Others,** pp. 285-306. Supplement 6: "Put Yourself in Her Place."
		3.4c List characteristics which describe a love relationship.	Supplement 7: "How Do I Know If It's Love?"

UNIT: Establishing an Independent Family Unit

COMPETENCY: I. The student will describe the impact one's choices have on one's lifestyle and the responsibility one has in managing one's choices.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
	3.5 List factors influencing dating partner/ mate selection.	3.5a Form small groups of four to six students. List traits desired in a dating partner. Compile a class list. Group the traits into categories which: 1. Meet social and cultural expectations. 2. Stress material or physical satisfaction. 3. Match expectations for a future mate.	
		3.5b On a 5 x 7 card list five characteristics ending in "able" and "ful" to describe a person you would enjoy dating. On the other side of the card list five characteristics ending in "ist" and "less" to describe a person you would like to marry.	
		3.5c Compare your lists and brainstorm to determine why future mate expectations may differ from present dating partner expectations.	
		E	
4. Given a true/false test on marriage preparations, the student will respond with 85 percent accuracy. Statements indicated as false should be supported with a reason.	4.1 Contrast an engagement relationship to steady dating.	4.1a Read selected references about the engagement period.	Pamphlets: Science Research Associates. Looking Ahead to Marriage, Looking Toward Marriage. Landis and Landis. Personal Adjustment, Marriage and Family Living, pp. 184-207.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
			Westlake. **Relationships, a Study in Human Behavior,** pp. 233-238. Craig. **Thresholds to Adult Living,** 2nd ed., pp. 212-213.
		4.1b As a group, formulate a definition of engagement.	
		4.1c List ways in which an engagement is different from a steady dating relationship.	
		e	
		4.1d Discuss engagement etiquette such as time and method of purchasing ring, announcement of engagement, and appropriate behavior for engaged couples.	
	4.2 List the primary purposes of the engagement period.	4.2a View a film or films about the engagement period.	Films: S.C. Department of Mental Health Film Library. "Anatomy of a Teenage Engagement," "The Meaning of Engagement," "Engagement--Romance or Reality."
		4.2b As a class, identify reasons for an engagement as depicted in the film.	
		4.2c Divide into small groups (two boys, two girls, if possible) to discuss your views of what you would expect a couple to accomplish during the engagement period.	

UNIT: Establishing an Independent Family Unit

COMPETENCY: I. The student will describe the impact one's choices have on one's lifestyle and the responsibility one has in managing one's choices.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		4.2d Discuss the relationship of the length of the dating and engagement period to the probability of success in marriage.	
	4.3 Identify personal adjustments/decisions that should occur during the engagement.	4.3a Identify adjustments necessary during the engagement.	
		4.3b Discuss the role of and deterrents to communication in making adjustments during engagement. Discuss possible danger signals during engagement and their significance.	
		4.3c List reasons for a broken engagement and give possible consequences.	
		e	
		4.3d Discuss need for premarital counseling and physical examination. Make a list of the kinds of information about one's past that it would be important to reveal during the engagement period.	
		4.3e Identify financial concepts that should be discussd before marriage.	
	4.4 Acknowledge laws which govern marriage.	4.4a Read selected references on marriage laws and customs.	Ryder. Contemporary Living, pp. 165-167.
		4.4b Review marriage customs in the United States.	

UNIT: Establishing an Independent Family Unit

COMPETENCY: I. The student will describe the impact one's choices have on one's lifestyle and the responsibility one has in managing one's choices.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		4.4c Research the legal requirements for marriage in your state.	Resource person: Probate Judge.
		4.4d Complete word scrambles of terms related to marriage laws in the **Contemporary Living Activity Guide.**	Ryder. **Relationships, a Study in Human Behavior,** rev. ed., pp. 222-223.
	4.5 List wedding arrangement details and estimate costs associated with various types of weddings.	4.5a Research estimated costs for different aspects of three types of weddings and determine the costs of each type for the bride and groom.	Landis. **Your Marriage and Family Living,** pp. 208-225. Ryder. **Contemporary Living,** pp. 167-170.
		4.5b Suggest principles for planning a honeymoon. Analyze the honeymoon as a time alone to develop a pattern of adjustment and function as a married couple. Estimate the cost.	Travel Agency. Craig. **Thresholds to Adult Living,** 2nd ed., pp. 213-221.
		4.5c Relate the influence of individual values, goals and standards to the choice of marriage ceremony and honeymoon.	
		E	

UNIT: Establishing an Independent Family Unit

COMPETENCY: I. The student will describe the impact one's choices have on one's lifestyle and the responsibility one has in managing one's choices.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
5. Given a hypothetical description of a young married couple: a. Identify positive elements contributing to marriage success. b. Describe areas of possible conflict and suggest a means of resolving at least one. c. Determine a future goal the couple has and suggest strategies to achieve it.	5.1 Acknowledge elements contributing to happiness in a marriage.	5.1a Complete exercise "Predictors to Marital Success." Tabulate, compare and discuss results. Do the same for practices that make for marriage failure.	Supplement 8: "Predictors of Marital Success."
		5.1b View films on marriage.	Films: S.C. Department of Mental Health Film Library. "Handling Marital Conflicts," "Early Marriage."
	5.2 List the areas of confict common in early stages of married life and identify adjustments which can be made to resolve the conflicts.	5.2a Interview young married couples to formulate a list of trival behaviors which sometimes create problems early in marriage. Explain how to handle each situation.	Ryder. **Contemporary Living**, pp. 173-184. Landis. **Your Marriage and Family**, 4th ed., pp. 227-245.
		5.2b List and describe the types of adjustments to marital conflict. e	Parent's Magazine Films, Inc., "Will You Marry Me?" Series, "Looking Ahead and Looking Back: Four Marriages."
		5.2c Divide the class into five groups and have each group use a different type of adjustment to deal with the same problem. Report to the class and analyze solutions to see which ones would work best.	

UNIT: Establishing an Independent Family Unit

COMPETENCY: I. The student will describe the impact one's choices have on one's lifestyle and the responsibility one has in managing one's choices.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		5.2d Prepare a skit on the first quarrel in marriage and demonstrate resolution(s) that will contribute positively to interpersonal relations. Assume the role of other person in the skit and repeat the demonstration.	
	5.3 Use decision-making or coping strategies to resolve mate conflicts.	5.3a Discuss conflicts that might occur in relation to the following areas of adjustment in marriage. 1. Money 2. In-law relationships 3. Sexual relationships 4. Social activities 5. Association with friends 6. Religious life 7. Parenthood	
		5.3b Divide into small groups. Have each group role play a situation resolving a conflict through the use of decision-making techniques.	
	5.4 Define management and identify major management choices that must be made early in a marriage.	5.4a Divide class into two groups; one group of boys and one group of girls. Have each group compile a list of the following items. 1. Chores which need to be done around the house 2. Ways to spend a Friday evening 3. Purchases which need to be made early in a marriage 4. Ways to maintain good communication in a marriage 5. Means of showing affection	

UNIT: Establishing an Independent Family Unit

COMPETENCY: I. The student will describe the impact one's choices have on one's lifestyle and the responsibility one has in managing one's choices.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		5.4b Share the group lists. Identify the differences. 5.4c Return to original groups and determine how the marriage partners will assume responsibility in each of the listed areas. 5.4d Compare and discuss how responsibilities were assigned. Apply conflict resolving strategies to work out differences. E	

DECISION-MAKING CHART

Step 1. State the problem to be solved in a few sentences.

Step 2. List at least four possible solutions or alternatives.

1.

2.

3.

4.

Step 3. List the positive and negative aspects of each alfernative.

	Positive		Negative
1.		1.	
2.		2.	
3.		3.	
4.		4.	

Step 4. List persons affected by these alternatives and the personal values that may be in conflict with these alternatives.

1.

2.

3.

4.

Step 5. Compare all the alternatives and select the solution which seems best.

My solution is:

Step 6. List the necessary steps in carrying out this decision.

DECISION-MAKING SKIT

Instructions to the teacher: Choose two students to act out the following skit after presenting the background information to the class.

Background information: John and Janice are newlyweds. Sally is Janice's three-year old daughter by a previous marriage who lives with them. The decision to be made is whether or not to enroll Sally in a pre-school.

JANICE: "John, are we going to enroll Sally in Kiddy Land Play School? The deadline for enrollment is tomorrow."

JOHN: "Oh, Janice, I'm not sure. Have you checked this out at all?"

JANICE: "Oh, yes! Our neighbor, Mrs. Cravett, sends her little Joey there. She says it's really good for the children."

JOHN: "But, Janice, we ought to visit the school and learn more about their program. You know--like the activities, schedule, cost, etc. And we could take Sally with us so we could see her reaction."

JANICE: "But, John, we don't have time for that. The deadline is tomorrow."

Questions:

1. What pattern of decision making does John support?
2. What pattern of decision making does Janice support?
3. What advantages are there to John's pattern? What disadvantages?
4. What advantages are there to Janice's pattern? What disadvantages?
5. What potential conflict may arise between John and Janice?

CASE SITUATIONS

1. You have just won $500 in a lottery. How will you spend it?

2. The government has just issued a decree that since energy is in short supply, each family will be limited to using only four electrical appliances. Which four would you choose?

3. You see a classmate stealing chocolate bars from the school cafeteria. What will you do?

4. You have been offered two summer jobs and a chance to spend the summer at the beach front home of a friend. Which will you choose?

PROFILE: Rosa Parks

It had been a long and difficult day on the job, and Rosa Parks was tired. She had worked for many hours at her sewing machine in a Montgomery, Alabama department store. Usually, she walked home from work, but this day she decided to take the bus. The date was December 1, 1955.

As Rosa Parks and all other blacks in Montgomery knew, the law stated that the first four seats in public buses were for white passengers only. So she found a seat just behind the white section. Black people were used to such rules. In many places in the South, they could not drink from the same water fountain as whites, and they could not ride with whites in elevators because of laws which provided for separate facilities for blacks and whites.

Soon the bus was filled. Three other blacks now shared the seat with Mrs. Parks. At the next bus stop, no one got off, but a lone white man boarded the coach. He looked around for a seat, and when he did not find one, he spoke to the driver.

"Let me have the front seat," yelled the driver, turning to Mrs. Parks and her companions. After a moment, the other three black people got up and moved to the back of the bus.

Rosa Parks had lived in Montgomery long enough to know what would happen. But, as she later said, "All of a sudden everything was too much ... I knew someone had to take the first step and I made up my mind just not to move."

So while the other passengers listened in amazement, Mrs. Parks told the driver she would not move. Nor did she give in when he threatened to call the police. She said she had paid her fare just as the white man had, and she had a right to her seat.

When the police arrived, they took Rosa Parks with them to police headquarters. At her trial four days later, she was fined ten dollars and court costs for her refusal to obey the bus driver. As a result of her actions, Mrs. Parks lost her job. Her husband, also, had to give up his work when it became known that he was the husband of Rosa Parks.

Though her decision not to move was made on the spur of the moment, it really had its beginnings many years before. She had learned from her mother that real equality means having personal dignity and worth and respecting the dignity and worth of

others. On December 1, 1955, Rosa Parks remembered that lesson. At personal risk, she acted upon the value of equality, which she had freely chosen and prized.

The rest is history. Her action led to a new form of peaceful protest by the black people of Montgomery, Alabama, and elsewhere across the country. It was a milestone in the development of the civil rights movement and eventually led to the passage of many laws designed to protect the rights of minority groups in our country.

LIFE STYLES

1. Single living would be more difficult for: (Complete one sentence.)

   A woman because _____

   _____

   _____

   A man because _____

   _____

   _____

2. The greatest problem for a single person would be: (Number the following problems from 1 to 12, with 1 being the greatest problem.)

   ____ Loneliness
   ____ Inability to do all household chores
   ____ Missing the spouse/parent role
   ____ Feeling uneasy with career contacts of the opposite sex
   ____ Feeling inferior to married persons
   ____ Lack of parental approval
   ____ Lack of peer approval
   ____ Limited social contacts
   ____ Stigma of "swinging bachelor" or "old maid"
   ____ Lack of meaningful personal relationships
   ____ Image of not being stable in career

3. a. Strict laws concerning marriage should be enforced.
   b. A couple should decide for themselves the type of relationship they want and should not have to be concerned with marriage laws.

   I agree with statement ___ because _____

   _____

   _____

   _____

   _____

Source: Ryder, Verdene. **Contemporary Living.**

4. The greatest problem for a person in a trial marriage would be: (Number the following problems from 1 to 10, with 1 being the greatest problem.)

____ Lack of commitment between partners
____ Lack of legal basis
____ Lack of social support
____ Lack of parental approval
____ Lack of peer approval
____ Being refused dwellings by landlords
____ Being denied interspousal protection
____ Financial restrictions (Social Security, insurance, tax, etc.)
____ Child custody question if relationship ends
____ Ownership of property questions if the relationship ends

5. a. Strict laws prohibiting homosexuality should be enforced.
   b. Every individual should be allowed to choose his or her own life-style including homosexuality.

I agree with statement ___ because _____

_____

_____

_____

6. The greatest problem for a homosexual would be: (Number the following problems from 1 to 10, with 1 being the greatest problem.)

____ Being ineligible for military service or government jobs
____ Being refused civilian jobs
____ Being refused housing by landlords
____ Being labeled "gay" or "queer"
____ Keeping the life-style a secret
____ Difficulty of finding partners
____ Personality problems of jealousy, possessiveness and insecurity
____ Lack of social approval
____ Lack of family approval
____ Lack of peer approval

PUT YOURSELF IN HER PLACE

Jeffrey is one of the star athletes at the school Linda attends. He is Catholic and she is Jewish. Linda's parents do not want her to date anyone who is not of her religion. They feel that interfaith dating may eventually lead to interfaith marriage. They value their religion and would like Linda to marry a Jew and raise her children as Jews. They fear she might convert if she married outside her religion. Linda thinks this attitude is silly. She likes Jeff, but marriage to anyone is still a long way off. Why should she not date Jeff if he asks her out?

One night while Linda is attending a slumber party, a group of boys drop in. Among them is Jeff. To her delight, he asks her to go for a ride with him.

Should Linda go with Jeff? She knows her parents will be disappointed and perhaps even angry if they learn that she is seeing him. Yet, she feels that her parents' attitude is unreasonable and should not influence her feelings toward Jeff. But what if this date leads to another and yet another? Will problems at home be worth the pleasure of Jeff's friendship?

-- What conflicting values must Linda weigh before making a decision?

-- What are the alternatives and their consequences?

-- What would you do if you were Linda? Why?

HOW DO I KNOW IF IT'S LOVE?

Directions: Place an L by those characteristics of a love relationship.

Place an I by those characteristics of infatuation.

____ 1. Realistic ideas about each other

____ 2. Most activities romantically inclined

____ 3. Acceptance of imperfection

____ 4. Prestige of "being with" other person

____ 5. Emphasis on other person

____ 6. Trust

____ 7. Strong concern for physical appearance

____ 8. Passed the test of time

____ 9. Interest in whole personality

____ 10. Jealousy is obvious

____ 11. Ignoring other's faults

____ 12. Sharing common goals

____ 13. Knowledge of other's ideas, attitudes and values

____ 14. Nervous excitement exists when two are together

____ 15. Selfishness

____ 16. Relationship got off to a fast start

____ 17. Feelings can be transferred to a different person readily

Key: Love relationship is best described by: 1, 3, 5, 6, 8, 9, 12, 13.

PREDICTORS OF MARITAL SUCCESS

Directions: Circle Yes or No after considering each factor in relation to the marriage partners or intended marriage partners being questioned.

Yes No 1. Bride's age at marriage ceremony was 20 or above.

Yes No 2. Groom's age at marriage ceremony was 20 or above.

Yes No 3. Similar socio-economic backgrounds?

Yes No 4. Same race?

Yes No 5. Similar religious backgrounds?

Yes No 6. Similar educational levels?

Yes No 7. Similar interests exist?

Yes No 8. Good self-concept exists in bride?

Yes No 9. Do a variety of things together?

Yes No 10. Share common goals?

Yes No 11. Good self-concept exists in groom?

Yes No 12. Exhibits mature behavior?

Yes No 13. Adequate sex education?

Yes No 14. Acquaintance with each other for more than 18 months?

Yes No 15. Exhibits a desire to succeed in marriage?

Key: The more often a couple was able to answer Yes, the more likely their marriage would be successful. A couple with more No answers would have to work harder at success in marriage.

UNIT: Managing Interpersonal Relationships

COMPETENCY: II. The student will exhibit attitudes and skills that enable individuals to manage interpersonal relationships in the family and community.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
1. Given a case situation the student will demonstrate the use of positive communication techniques to resolve a concern.	1.1 Define communication.	1.1a Read references defining communication.	Ryder. Contemporary Living, Chapter 6.
		1.1b After a class discussion, formulate a definition of communication.	
	1.2 Identify the major forms of communication.	1.2a Distinguish between verbal and nonverbal communication.	Riker and Riker. Me: Understanding Myself and Others, p. 18.
		1.2b Examine each of the ways people communicate. 1. Sending "I" messages 2. Listening 3. Feedback 4. Body language 5. Use of space 6. Posture and grooming	
	1.3 Describe the levels of communication.	1.3a Read references and list the levels of verbal communication. 1. Level Five: Cliche conversation 2. Level Four: Reporting the facts 3. Level Three: Telling your ideas 4. Level Two: Sharing your feelings 5. Level One: Peak communication	Sasse. Person to Person, pp. 136-143.
		1.3b As a group, give an appropriate use for each level of verbal communication.	
	1.4 Recognize characteristics of positive communication.	1.4a Read selected references about listening skills and feedback.	Ryder. Contemporary Living, pp. 99-108. Sasse. Person to Person, pp. 152-157.

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UNIT: Managing Interpersonal Relationships

COMPETENCY: II. The student will exhibit attitudes and skills that enable individuals to manage interpersonal relationships in the family and community.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		1.4b Practice listening and feedback skills with exercises in references.	Sasse. Person to Person, pp. 156-157. Supplements 1A and B: "Communication Strategy I and II."
	1.5 Predict the effect of positive/negative communication on family relationships.	1.5a Explain how communication skills lead to better relationships with others.	
		1.5b Role play situations that demonstrate effective communication between: 1. Parents--teenager. 2. Teenage brothers and sisters.	
		1.5c Identify the levels of communication demonstrated in each role-play situation.	
		1.5d As a class discuss the role-play situations and consider the following aspects. 1. The reasons and sources of the conflicts. 2. How the characteristics of empathy and sensitivity were used to promote healthy family communications. 3. How the skills of listening and feedback were used to promote healthy family communications. 4. In instances where communications were poor, describe one or more of the characteristics or skills which could be used to enhance the relationships.	

UNIT: Managing Interpersonal Relationships

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PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		1.5e Write a summary of the relationships you have with a family member which you would like to improve. List three skills you will use to try to make the improvement. E	
2. Given two family members whose role relationship is about to change, suggest means of making it a positive relationship change.	2.1 Identify interpersonal relationships within the famly unit.	2.1a Read about relationships in the family in references provided.	Sasse. **Person to Person,** pp. 224-230. Westlake. **Relationships, a Study in Human Behavior,** rev. ed., pp. 133-135, 139-140, 141-147. Riker and Riker. **Me: Understanding Myself and Others,** p. 18.
		2.1b List the kinds of relationships which exist in a family and identify the persons in your own family who fulfill those relationships.	
	2.2 Identify family relationships which enhance family functions.	2.2a Using references in 2.1a and other selected references, identify major functions of the family.	Westlake. **Relationships, a Study of Human Behavior,** pp. 225-228. **Your Marriage and Family Living,** pp. 379-388. Supplement 2A: "Basic Family Tasks." Supplement 2B: "Fulfilling Basic Family Tasks."

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UNIT: Managing Interpersonal Relationships

COMPETENCY: II. The student will exhibit attitudes and skills that enable individuals to manage interpersonal relationships in the family and community.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		2.2b Discuss how relationships can affect the functions of a family.	
		2.2c Describe ideal family relationships and functions as you see them by writing an imaginary want ad as described in the reference.	Sasse. Person to Person, p. 230.
	2.3 Identify factors which cause family relationships to change.	2.3a Carry out an exercise to help you see family members as people.	Sasse. Person to Person, p. 224.
		2.3b View a TV program. Report evidence of family members seeing each other as people.	TV program of choice
		2.3c Discuss evidences of roles and functions changing in the American Family.	Supplement 3: "Roles and Functions."
		2.3d Think of a relationship in your own family which is undergoing change. Identify how this relationship is hindering growth. Write these situations on 3 x 5 cards. Students may remain anonymous if they wish.	
	2.4 Distinguish between a positive role relationship change and a negative role relationship change.	2.4a Divide into two groups. Label one group "parents" and the other group "teens." Read the situation from one card gathered during the previous learning experience. Each group role plays from their point of view using listening and feedback skills to resolve the situation.	

UNIT: Managing Interpersonal Relationships

COMPETENCY: II. The student will exhibit attitudes and skills that enable individuals to manage interpersonal relationships in the family and community.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		2.4b After each role play, point out the negative aspects of the role relationships. Change and identify the elements of communication which were used or could be used to turn the situation into a positive role relationship change.	
		E	
3. Given a list of leisure time activities, select ten and describe how participation in these activities would enhance interpersonal relationships and indicate whether it would have a greater impact on a person's physical/mental/emotional or social development.	3.1 Define leisure and indicate its purpose.	3.1a Read selected references on leisure time and recreation.	Ryder. **Contemporary Living**, p. 138. V-TECS Homemaker Modules, **Human Development.** Sasse. **Person to Person**, pp. 215-216. Audio Active, Inc. **Family Recreation.**
		3.1b Define leisure time.	
		e	
		3.1c Discuss the effect increased technology has had on family leisure time.	
	3.2 Describe leisure type activities or leisure time alternatives.	3.2a Complete activity to see how you spend time with your family.	Supplement 4: "Family Activities."
		3.2b Research recreational activities which are available in the community and set up a file.	
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UNIT: Managing Interpersonal Relationships

COMPETENCY: II. The student will exhibit attitudes and skills that enable individuals to manage interpersonal relationships in the family and community.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		3.2c Have student conduct a recreational activity survey to find ways in which the family members spend their leisure time.	
		3.2d Discuss activities that are free and those that require an expenditure of money.	
		3.2e Visit the library or media center in the local school and ask the librarian to familiarize you with the use of the library and books suitable for various age groups.	School and public library Librarian
		3.2f Visit the public library and secure a card for each family member.	
	3.3 Indicate the relationship between family leisure and interpersonal relationships.	3.3a Plan and carry out a recreational activity with at least one member of your family.	
		3.3b List the benefits you expect to gain from engaging in the activity planned in 3.3a.	
	3.4 Indicate the relationship between family/individual leisure time and emotional/social/physical maturation.	3.4a Using the list/file of recreational/leisure time activities available to you, indicate whether each activity fulfills an emotional, social or physical need.	

UNIT: Managing Interpersonal Relationships

COMPETENCY: II. The student will exhibit attitudes and skills that enable individuals to manage interpersonal relationships in the family and community.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		3.4b Write a summary of the activity you planned for yourself and at least one other family member. Include in the summary specific examples of how emotional, social or physical needs were met. E	
4. Following classroom learning experiences, prepare a biographical sketch of yourself. The sketch should include: a. Five highly prized personal values. b. Person(s) or experiences who have greatly influenced you. c. Five positive qualities you possess. d. At least one negative habit you would like to overcome. e. Qualities you value most in others. f. A minimum of three goals you have set for yourself; indicate when you hope to achieve them.	4.1 Identify elements which make up one's personality.	4.1a Read about Maslow's Theory of Human Needs in selected references. 4.1b Identify traits in your own personality. 4.1c Identify personality traits which demonstrate various needs in Maslow's Theory. 4.1d Discuss components of personality.	Sasse. **Person to Person**, pp. 45-59. Sasse. **Person to Person Student Guide**, Chapter 3, Activity Sheets. Brinkley. **Teen Guide to Homemaking**, 4th ed., Chapter 3. Supplement 5A: "My Personality." Supplement 5B: "Personality Traits." Westlake. **Relationships, a Study in Human Behavior**, rev. ed., pp. 26-41. Brinkley. **Teen Guide to Homemaking**, 4th ed., Chapter 6. Foster. **Creative Living**, Chapter 1.

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UNIT: Managing Interpersonal Relationships

COMPETENCY: II. The student will exhibit attitudes and skills that enable individuals to manage interpersonal relationships in the family and community.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		4.1e Using a personality rate sheet, rate your own personality traits and ask four other people to use the rate sheet to score your personality. What similarities do you see between your ratings and those of others? What differences?	Ryder. **Contemporary Living Activity Guide**, p. 11.
		4.1f Classify personality traits into four broad areas. 1. Physical 2. Intellectual 3. Emotional 4. Social	Resource Person: Psychologist from Mental Health Clinic which serves your area
	4.2 Identify factors which contribute to personality formation. Distinguish between positive and negative factors.	4.2a Discuss three mechanisms that contribute to the development of personality. 1. Identification 2. Introjection 3. Sublimation	Film Catalog, S.C. Department of Health and Environmental Control. "Emergence of Personality."
		4.2b Research theories of personality development.	Ryder. **Contemporary Living**, pp. 9-21.
		4.2c Rank in order the personality traits you value.	**Contemporary Living Activity Guide**, p. 26. Supplement 6: "Valuing Process for Personality Traits."
		4.2d Fold a sheet of paper in half lengthwise. On one side list your desirable character traits and on the other side list your undesirable character traits. Compare the two lists to see what strengths you have which you can use to improve perceived weaknesses.	

UNIT: Managing Interpersonal Relationships

COMPETENCY: II. The student will exhibit attitudes and skills that enable individuals to manage interpersonal relationships in the family and community.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		4.2e Make a written plan of how you will go about improving one of your perceived weaknesses.	
		e	
		4.2f List ten of your habits. Mark each as constructive or destructive to a good relationship.	
		4.2g Discuss how your destructive habits require family members to adapt.	
		4.2h Discuss how your constructive habits contribute to the interpersonal relationships in the family.	
	4.3 Identify positive and negative character traits.	4.3a Read references and define character.	Westlake. **Relationships, a Study in Human Behavior**, rev. ed., pp. 14-25.
		4.3b Role play desirable and undesirable character traits.	
		4.3c Discuss how family environment affects character development.	
	4.4 Indicate situations by which we reveal our values to others.	4.4a Read references to identify and write definitions of values.	McGinley. **People**, pp. 18-20. Westlake. **Relationships**, pp. 117-122. Sasse. **Person to Person**, pp. 65-67. Cowan. **A Family Is...**, pp. 178-181. Ryder. **Contemporary Living** pp. 74-75. Supplement 7: "Values."

UNIT: Managing Interpersonal Relationships

COMPETENCY: II. The student will exhibit attitudes and skills that enable individuals to manage interpersonal relationships in the family and community.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		4.4b Analyze why value systems are different and why they may change as one grows older and as circumstances change.	
		4.4c Read references about sources of values.	Sasse. **Person to Person,** pp. 69-71.
		4.4d List ten values held most important to you. Rank the ten values in the order of importance.	Pamphlet: Science Research Associates. **Building Your Philosophy of Life.** Brinkley. **Teen Guide to Homemaking,** 4th ed., Chapter 5.
		4.4e Identify some of your interests, beliefs, attitudes and feelings by completing "Unfinished Sentences" activity.	Supplement 8: "Unfinished Sentences."
		4.4f Keep a record of how you spend your time from the end of school each day until bed time for five days. What does your record reveal about your values? Are you spending time on activities which are important to you?	
		4.4g Role play situations involving value judgments.	**Contemporary Living Activity Guide,** p. 28. Supplement 9: "Role Playing--Value Judgments."

UNIT: Managing Interpersonal Relationships

COMPETENCY: II. The student will exhibit attitudes and skills that enable individuals to manage interpersonal relationships in the family and community.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
	4.5 Predict the relationship between values and life choices/life goals.	4.5a Read selected references on the role values play in the decision-making process.	Sasse. **Person to Person**, pp. 65-79. Ryde. **Contemporary Living**, pp. 80-98.
		4.5b React to a list of decision-making statements to project how each is affected by personal values and character.	
		4.5c Use role playing to contrast individuals having sharply defined values and goals with those having poorly defined values and goals.	
		4.5d Empathize with another's decision because of his/her values through class members' own stories or case studies.	
		E	

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COMMUNICATION STRATEGY I

In order to emphasize the statement that there is always some communication (**Person to Person**, p. 137), use the following strategy.

1. Ask one student, who thinks it is possible to refrain from communicating with someone, to leave the room and return to the same seat after one minute. While the student is out of the room, position yourself near the doorway, directly in the pathway of the student. The student will find it necessary to detour around your body. (You communicated a message to the student: Here I am! The student communicated a message to you: I do not wish to walk over you.)

2. Ask one student who believes that no communication is possible to leave the room and then return to the same desk after about one minute. This time, while the student is out of the room, position yourself in the student's desk. Usually, the student will be so surprised verbal communication will occur.

COMMUNICATION STRATEGY 11 -- LISTENING AND FEEDBACK

Prepare six pieces of different colored construction paper by cutting some in geometric shapes and some in abstract shapes. Be sure two abstract pieces are the same color. Prepare an identical set of six paper pieces. Choose two students who are willing to try the strategy. Sit the two students back to back in the middle of the room. Provide them with identical flat work surfaces on which they may place the paper pieces.

Instruct the rest of the class to position themselves where they can view both work surfaces, if possible. When they are in position, insist that they cooperate in the strategy by being silent and trying not to communicate in any way with the participants.

Hand each participant a set of prepared paper pieces. The participants are not allowed to peek at each other's work surface until instructed to do so.

The object of the game is for one participant (Sender) to create a design using all of the paper pieces and to instruct the other participant (Receiver) to arrange an identical set of paper pieces in a duplicate design (not a mirror image).

Designate the Sender and the Receiver. Allow the Sender to create a design. In the beginning, the communication will be severely restricted. As the game progresses, the restrictions will be lessened. Allow time for participants to attempt each try before proceeding to the next step.

TRY 1. The instructor tells the Sender to give the Receiver directions for duplicating the design without speaking. (This is virtually impossible.)

TRY 2. The Sender may instruct the Receiver to create the design by giving verbal communications. However, words indicating direction, size, shape, or color may not be used.

TRY 3. Realizing that Try 2 is nearly impossible, the Sender may now use any words desired to give instructions. The Receiver may **not** talk. Participants may not look at each other's designs. At the end of this Try, ask the Sender to guess how nearly correct the Receiver has duplicated the design.

TRY 4. Allow the Sender 20 seconds to look, without speaking, at the Receiver's design. After the 20 seconds, the Sender sits back down and instructs the Receiver again. The Receiver may answer Yes or No questions this time.

TRY 5. Both participants may talk freely, but may not look at each other's design.

TRY 6. Allow the Sender to stand, looking at both designs, and give instructions until the design is completed correctly.

Note: Do this secretly: Have a note pad handy to jot down the following:

1. Number of times participants attempt to speak
2. Signs of frustration
3. Incorrect directions
4. Non-participants'desire to give help
5. Words used to describe the shape of abstract pieces
6. Other interesting happenings

If time allows, other students in the class may wish to try this or some part of it.

Discuss: Communication is not easy.

Good communication requires much effort

Often the sender of communications thinks he/she has succeeded in sending a clear message when he/she has not.

Feedback is helpful in communication.

BASIC FAMILY TASKS

1. Provision for physical care and development
2. Provision for cognitive development
3. Provision for emotional development
4. Socialization of family members and maintenance of order
5. Placement and involvement of members in larger society
6. Allocation of resources
7. Division of labor
8. Reproduction, recruitment and release of family members

Fulfilling Basic Family Tasks

Match the Family Activities with the Basic Family Tasks. Place the letter of the Basic Family Task on the line to the left of the activity that describes ways that families may fulfill the task.

A. Provision for physical care and development
B. Provision for cognitive development
C. Provision for emotional development
D. Socialization of family members and maintenance of order
E. Placement and involvement of members in large society
F. Allocation of resources
G. Division of Labor
H. Reproduction, recruitment, and release of family members

____1. Parents take children for medical and dental check-ups.

____2. Parents provide shelter, clothing and food.

____3. Children do chores around the house.

____4. A place is provided for storage of personal possessions.

____5. Children experience sorrow, sadness and loss as well as happiness and joy.

____6. The family participates in church and community activities.

____7. A family member marries.

____8. Newspapers, books and magazines are present in the living quarters.

____9. Family members attend school.

___10. Family members celebrate a birthday.

___11. Family members help with a charity bazaar.

___12. A daily routine is established and usually followed.

___13. Some family members work at a paying occupation.

___14. Experiences are provided for exploration and investigation.

___15. Death of a family member is experienced.

___16. Family members play a game together.

ROLES AND FUNCTIONS

Is it appropriate . . .

. . for a man to stay at home as a house husband and for the wife to be the main wage earner?

. . for a female to open doors for her male companion?

. . for males to knit or crochet for gift giving?

. . for a female student to work toward becoming a heart specialist or a United States Senator?

. . for a male to marry but not want children?

. . for male children to play with dolls?

. . for females to be on the school golf or tennis team?

. . for females to play basketball with males?

. . for teenage males to babysit?

. . to ask a male why a good looking man like himself isn't married?

. . for males to cry?

. . for males to enjoy sewing?

. . for females to like woodworking?

. . to ask a male what he plans to do until he gets married?

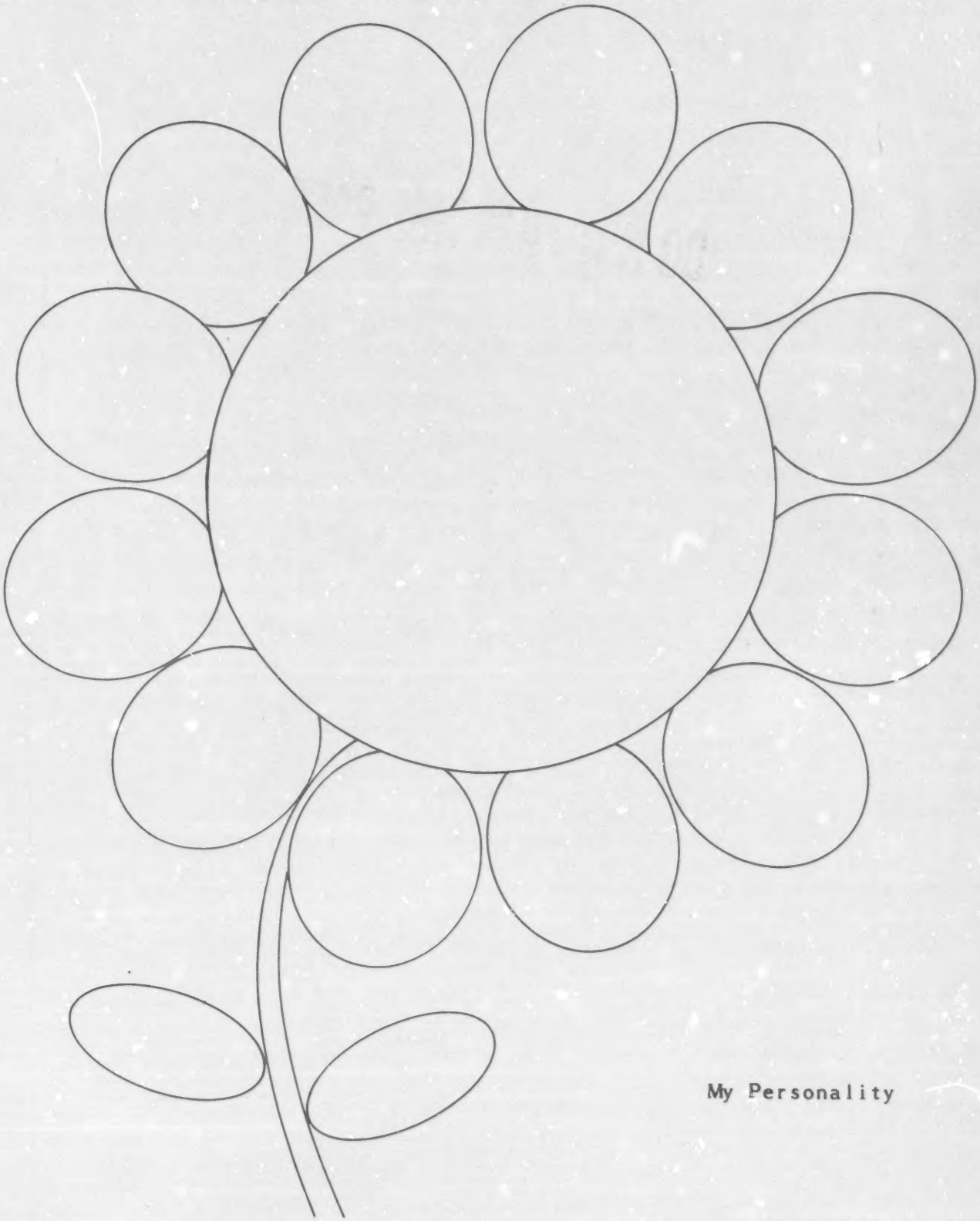
Family Activities

Directions: Circle the number in the column that best expresses how often you do each activity **with your family.**

More Than Once Per Week	About Once Per Week	Sometimes But Less Than Once Per week	Never	
3	2	1	0	Go shopping
3	2	1	0	Go for a walk
3	2	1	0	Play a game
3	2	1	0	Sit around a table to eat a meal
3	2	1	0	Go to a movie
3	2	1	0	Go bowling or skating
3	2	1	0	Go to a ballgame
3	2	1	0	Discuss your future
3	2	1	0	Discuss a problem maturely
3	2	1	0	Prepare a meal
3	2	1	0	Work on a project
3	2	1	0	Help another person or group
3	2	1	0	Plan a budget
3	2	1	0	Go to church
3	2	1	0	Have a family picnic, birth-day dinner or other family celebration
3	2	1	0	Sing or dance

More Than Once Per Week	About Once Per Week	Sometimes But Less Than Once Per Week	Never	
3	2	1	0	Laugh, have a good time
3	2	1	0	Plan a vacation
3	2	1	0	Share past experiences of family members
3	2	1	0	Share a book, article or poem with a family member by suggesting they read it or telling them about it
3	2	1	0	Help each other with a problem

Total the circled numbers. 50-63, Excellent; 40-49, Good; 30-39, Fair; Below 30 shows need for more involvement with family members.



My Personality

PLACE YOUR NAME IN CENTER OF FLOWER. WRITE ON EACH PETAL AN ADJECTIVE DESCRIBING YOURSELF.

PERSONALITY TRAITS

Write the letter of the Basic Need in the blank after the personality trait which is a behavior exhibited in meeting that need.

BASIC NEEDS

A. Aesthetic

B. Cognitive

C. Self-actualization

D. Esteem

E. Love

F. Safety

G. Physical

_____ 1. Calm

_____ 2. Cautious

_____ 3. Cheerful

_____ 4. Cooperative

_____ 5. Friendly

_____ 6. Funny

_____ 7. Generous

_____ 8. Gentle

_____ 9. Good-Natured

_____ 10. Loyal

_____ 11. Mature

_____ 12. Outgoing

_____ 13. Aggressive

_____ 14. Critical

_____ 15. Argumentative

_____ 16. Fickle

_____ 17. Lazy

_____ 18. Mean

_____ 19. Meek

_____ 20. Quitter

_____ 21. Shy

_____ 22. Suspicious

_____ 23. Tough

_____ 24. Unhappy

_____ 25. Withdrawn

VALUING PROCESS FOR PERSONALITY TRAITS

Name _____

Date _____Score_____

In the first two columns, check the personality traits that you value. In the last column, rank those traits in order of priority. Then answer the questions that follow.

___ Independent	___ Courageous	_____ Trait I value the
___ Cheerful	___ Philosophical	_____ most
___ Self-controlled	___ Forgiving	_____
___ Honest	___ Moody	_____
___ Athletic	___ Polite	_____
___ Intellectual	___ Easy-going	_____
___ Responsible	___ Imaginative	_____
___ Ambitious	___ Logical	_____
___ Broad-minded	___ Timid	_____
___ Indecisive	___ Loving	_____ (You may
		_____ not use
		_____ all these
		_____ blanks,
		_____ or you
		_____ may want
		_____ to add
		_____ some
		_____ more.)

How have your values changed since your childhood?_____
_____
_____

How do you think your values may change when you reach middle age?_____
_____

Old age?_____

Source: Ryder, Verdene. **Contemporary Living.**

VALUES

Values are . . .

. . . the things you prize the most in life.

. . . based on your past experiences and interactions with other people.

. . . choices that show how you have decided to use your life.

. . . the beliefs you consider most important.

. . . underlying motivations for your actions.

Value judgment is a process of evaluating information and choosing values on that basis.

A value system is the procedure of ranking values in terms of relative importance.

Unfinished Sentences

1. On Saturdays, I like to ...
2. If I had 24 hours to live ...
3. When I have my own car ...
4. Secretly, I wish ...
5. I feel best when people ...
6. If I had a million dollars, I would ...
7. The hardest thing for me to do is ...
8. My children won't have to ...
9. If I were principal of my school ...
10. I like people who ...
11. I wish the President would ...
12. I think my parents ...
13. The happiest day in my life was ...
14. If I were five years older ...
15. When I'm alone at home, I ...
16. I get angry when ...
17. People who expect a lot from me make me ...
18. In school, I do best when ...
19. I often find myself ...
20. I used to be ...
21. If I had it to do all over again, I would ...
22. I am concerned most about ...
23. The subject I would be most reluctant to discuss here is ...

Supplement 8 cont'd.

24. I have never liked ...

25. I have accomplished ...

ROLE PLAYING - VALUE JUDGMENTS

The following situations involve value judgments. Write your reaction to each. Work in a small group and discuss ideas. Role play one of the situations for the class.

1. Try to decide what you will do on a date next Friday night.

2. You are walking down the road with your friend and you see a wallet which evidently has been lost by someone.

3. You are shopping with some friends in a store and one of them suggests it would be easy to walk out with a small item.

4. Group's ideas for role-playing scene.

Source: Ryder, Verdene. Contemporary Living.

UNIT: Managing Parenting Decisions

COMPETENCY: III. The student will acknowledge how the rights and responsibilities of parents and children influence the fulfillment of parenting roles.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
1. Given a list of terms associated with family planning, the student will define each with reasonable accuracy.	1.1 Describe methods of family planning.	1.1a Read selected references on family planning and/or view filmstrips and films on family planning.	Smart and Smart. **Families**, pp. 349-367. Riker and Riker. **Finding My Way**, pp. 168-186. U.S. DHEW. **Family Planning Methods of Contraception.** Pamphlet: New Readers Press **Planning Your Family.** Better Homes and Gardens. **Family Medical Guide**, pp. 343-347, 376-377, 914, 923, 994, 1034, 1054. Film: "Hope is Not a Method." Film: "Love Carefully." Pamphlets from local health department family planning nurse. Better Homes and Gardens. **Women's Health and Medical Guide**, pp. 164-202. Film: U.S. DHEW. "The Choice Is Yours." Resource Person: Gynecologist, medical doctor or family planning director
		1.1b Respond with questions to a discussion of contraceptive techniques and planned parenthood by a gynecologist, medical doctor or family planning director.	Resource Person: Gynecologist, medical doctor or family planning director
		1.1c Play game "The Choice is Yours."	U.S. DHEW. "The Choice is Yours."

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UNIT: Managing Parenting Decisions

COMPETENCY: III. The student will acknowledge how the rights and responsibilities of parents and children influence the fulfillment of parenting roles.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		1.1d Define the following terms. 1. Parenthood 2. Family planning 3. Planned parenthood 4. Contraceptives 5. Genetic counseling	
		e	
	1.2 Identify factors to be considered when planning for a child.	1.2a View selected filmstrips and identify personal and economic factors which lead many couples to consider family planning.	Filmstrip and record: Guidance Associates. "Family Planning Today," Parts I and II.
		1.2b Using case situations, discuss factors to consider in choosing parenthood.	Supplement 1: "Choosing Parenthood."
		1.2c Interview several couples who: 1. Decided to have no children. 2. Delayed having children for several years. 3. Had a child soon after marriage. 4. Have several children. Report findings to class.	
		1.2d Describe five factors to be considered when making decisions about parenthood.	Ames. **Child Care and Development**, pp. 316-317. Ryder. **Contemporary Living**, pp. 236-240.
	1.3 Describe the human reproductive cycles (male and female).	1.3a Read selected references about the human reproductive systems.	Riker and Riker. **Finding My Way**, pp. 98-125. American Medical Association. **A Story About You.**

UNIT: Managing Parenting Decisions

COMPETENCY: III. The student will acknowledge how the rights and responsibilities of parents and children influence the fulfillment of parenting roles.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
			Films: Science Research Associates. "Becoming Men and Women," "Understanding Sex." Supplements 2A-2C: "Human Sexuality" (transparencies).
		1.3b View film, filmstrips or transparencies about the reproductive system.	Films: Guidance Associates. "Growing Into Womanhood." "Growing Into Manhood."
		1.3c Define words on a teacher-made vocabulary list.	Transparencies: Sunburst Communications. "Sexual Values: A Matter of Responsibilities." (Clemson, Vocational Education Media Center.)
		1.3d Listen to speaker from local health department explain the reproductive system.	
		1.3e In writing, complete the statement "I learned..." indicating one fact or concept learned from the speaker's presentation. Complete the statement "Something I do not understand is..." Put all statements into a box. Do not sign your name.	

UNIT: Managing Parenting Decisions

COMPETENCY: III. The student will acknowledge how the rights and responsibilities of parents and children influence the fulfillment of parenting roles.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		1.3f Participate in the class discussion with the speaker centered around the above statements.	
	1.4 Identify factors contributing to involuntary childlessness and state currently available alternatives.	1.4a Study anatomy charts of reproductive organs of both a male and a female. Relate possible causes of childlessness to organs involved and to the reproductive process.	Supplements 2A-2C: "Human Sexuality" (transparencies). **The Way We Are.**
		1.4b Read resources on childlessness due to problems with reproductive organs.	Ryder. **Contemporary Living.** Better Homes and Gardens. **Women's Health Guide**, pp. 514-527. Westlake. **Relationships**, rev. ed., pp. 350-359.
		1.4c Interview foster parents about their feelings on foster parenthood as a substitute for natural parenthood in order to fulfill or satisfy the basic needs for mothering or fathering.	Foster parents
		1.4d Interview parents who adopted one child, parents who have adopted more than one child, a single parent who has adopted, adolescents who have been adopted, and an adoption caseworker. Prepare in advance the questions to be asked in the interviews. 1. What attributes seem to be most closely related to success as an adoptive parent?	Parents, adopted adolescents, and a caseworker for Department of Social Services Student and teacher-made questions

UNIT: Managing Parenting Decisions

COMPETENCY: III. The student will acknowledge how the rights and responsibilities of parents and children influence the fulfillment of parenting roles.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		2. Rank in order the five most important qualities in assessing potential adoptive parents. Explain rationale for the selections. 3. What are the special merits and disadvantages of a single person adopting a child? 4. What knowledge about the prospective adopted child is most valued?	
		1.4e Invite a panel of step-parents and step-children to discuss this unique relationship as an alternative to childlessness.	Panel of step-parents and step-children
		1.4f Complete the word puzzle on parenthood.	Supplement 3: "Parenthood, Word Puzzle."
		e	
	1.5 Acknowledge the cost of child bearing and rearing (through age 5).	1.5a Invite a pediatrician and obstetrician or health department doctor to discuss essential services and their costs.	Pediatrician, obstetrician, and public health department doctor
		1.5b Visit a hospital or clinic to obtain information about services and costs.	Local medical facilities
		1.5c Investigate health services in the community that provide services for little or no cost.	Local health department
		1.5d Read resources to identify equipment and supplies needed for a baby.	Bulletins: Children's Bureau, Department of HEW. Infant Care, Your Child From 1-6.

UNIT: Managing Parenting Decisions

COMPETENCY: III. The student will acknowledge how the rights and responsibilities of parents and children influence the fulfillment of parenting roles.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		1.5e Visit local retail stores to collect information on the availability and cost of equipment and supplies needed for the baby.	Local retail stores
		1.5f Invite an expectant mother or new mother to class to discuss the importance of suitable clothing during pregnancy.	Expectant or new mother
		1.5g Compare cost of a basic maternity wardrobe at several different stores.	Local stores Mail-order catalog
		1.5h Prepare a budget to cover cost of infant and maternal needs.	
		E	
2. Given a fifty-item objective test on human reproduction, the student will complete the items with 85 percent accuracy.	2.1 List common signs of pregnancy.	2.1a Read selected references on the symptoms of pregnancy.	The American National Red Cross. **Mother and Baby Care, Instructor's Guide,** pp. 16-17. Westlake. **Relationships,** rev. ed., pp. 361-371. Guttmacher. **Pregnancy, Birth and Family Planning,** pp. 42-48. Better Homes and Gardens. **Family Medical Guide,** pp. 358-360. U.S. DHEW. **Prenatal Care,** pp. 1-2. Better Homes and Gardens. **Women's Health and Medical Guide,** pp. 220-222.

UNIT: Managing Parenting Decisions

COMPETENCY: III. The student will acknowledge how the rights and responsibilities of parents and children influence the fulfillment of parenting roles.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		2.1b Read selected references on different types of pregnancy tests.	Guttmacher. **Pregnancy, Birth, and Family Planning**, pp. 42-48. Better Homes and Gardens. **Family Medical Guide**, pp. 357-358.
	2.2 Identify the physical needs of mother and child during the prenatal period.	2.2a. Read selected reference on the development of the human embryo.	Westlake. **Relationships: a Study in Human Behavior**, pp. 333-340.
		2.2b Discribe the stages in the development of the human embryo.	
		2.2c Read selected references and list health considerations for the expectant mother.	Pamphlet: Pampers. **Care For Two: Baby and You.** Pamphlet: The National Foundation - March of Dimes. **Be Good to Your Baby Before It Is Born**, recipes for healthy babies. The National Foundation - March of Dimes. PEP Kit. Guttmacher. **Pregnancy, Birth and Family Planning**, pp. 125-133. Better Homes and Gardens. **Family Medical Guide**, pp. 361-366.

UNIT: Managing Parenting Decisions

COMPETENCY: III. The student will acknowledge how the rights and responsibilities of parents and children influence the fulfillment of parenting roles.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
			Better Homes and Gardens. **Women's Health and Medical Guide**, pp. 240-248. Filmstrip: "Care For Two: Baby and You." **McCall's.** "How To Have a Healthy Baby." Aug. 1981, p. 52. Film: U.S. DHEW. "Healthy Mother, Healthy Baby." Supplement 4: "Discussion Questions." Filmstrip: **Parent's Magazine.** "Prenatal Care and Preparing for Parenthood." Filmstrip: March of Dimes. "Tomorrow Happens Today." Supplement 5A: " Discussion Questions." Filmstrip: "Inside My Mom." Film: March of Dimes. "The Unfinished Child." Film: "Woman-Child." Supplement 5B: "Discussion Questions."
		2.2d Discuss how these health considerations are directly related to the development of the embryo.	
		2.2e Report to class your findings concerning the following considerations during the prenatal period. 1. Diet 2. Exercise	

UNIT: Managing Parenting Decisions

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PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		3. Rest and relaxation 4. Clothing 5. Dental care 6. Personal hygiene 7. Care of breasts 8. Sexual activities	
		2.2f In an essay summarize what you believe to be every baby's birthright. Compare "rights" with classmates.	Supplement 6: "Understanding Parenthood." Supplement 7: "Parenthood - Are you Ready?" (transparency).
	2.2 Describe danger signals during pregnancy.	2.3a Read references on factors that complicate pregnancy.	Craig. **Thresholds to Adult Living**, pp. 254-258. **Resource Guide**, pp. 92-93. Ryder. **Contemporary Living**, pp. 250-257. **McCall's.** "How To Have a Healthy Baby," Aug. 1981, p. 52.
		2.3b Invite an obstetrician to disucss with the class the short-term and long-term effects of the following: 1. Taking drugs before and during pregnancy. 2. Drinking alcohol before and during pregnancy. 3. Malnutrition in the mother. 4. Certain diseases or medical conditions in the mother. 5. Smoking excessively during pregnancy. 6. Bearing children late in life; for example, past 35 years of age.	Obstetrician

UNIT: Managing Parenting Decisions

COMPETENCY: III. The student will acknowledge how the rights and responsibilities of parents and children influence the fulfillment of parenting roles.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		2.3c Define these terms. 1. Fertilization 2. Fetus 3. Embryo 4. Pregnancy 5. Implantation 6. Birthright 7. Prenatal care 9. Post-natal care	
		2.3d Complete the test on Parenthood. e	Supplement 8: "Test - Parenthood."
	2.4 Acknowledge the effect of pregnancy on interpersonal relationships (husband/wife/mother).	2.4a Read selected references about the effect impending pregnancy has on the marital relationship.	Gordon and Wollin. **Parenting: A Guide for Young People**, pp. 42-51, pp. 58-68. Westlake. **Relationships**, rev. ed., pp. 367-369. Tape: National Foundation - March of Dimes. **Being a Parent Series: What You Should Know About Pregnancy.**
		2.4b Discuss adjustments which a couple can make to accommodate the effect the impending pregnancy has on the relationship.	
	2.5 Name and describe birthing alternatives.	2.5a Read selected materials about birthing alternatives.	Planned Parenthood

UNIT: Managing Parenting Decisions

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PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		2.5b Listen to a couple who has experienced the Lamaze childbirth method share their feelings about the procedure.	
		2.5c Discuss how an experience such as this can strengthen the family relationship.	
		E	
3. Following a period of research, study and discussion, the student will write an essay on the roles and responsibilities of parenthood. Roles and responsibilities cited must be verifiable.	3.1 List the major responsibilities of parenthood.	3.1a Read selected references on responsible parenthood.	S.C. Department of Education, Office of Vocational Education. **Education for Parenthood**, Module A. Gordon and Wollin. **Parenting: A Guide for Young People**, pp. 21-27. Westlake. **Relationships**, rev. ed., pp. 343-349. Pampers. Discussion starter cards on parenting responsibilities.
		3.1b Examine teaching kit, "Parenting: Fathers, Mothers, and Others" and complete learning experience.	J. C. Penny
		3.1c Examine attitudes about parenting roles.	Supplement 9: "Child Rearing Role Questionnaire."
		3.1d Read case studies and discuss parenting roles.	Supplement 10: "Parenting Roles."

UNIT: Managing Parenting Decisions

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PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		3.1e Identify the many roles that parents must play to meet the needs of their children.	Hurlock. Child Growth and Development, 5th ed., pp. 34-37.
		3.1f Create a "Profile of Parents" bulletin board based on interviews with many different types of parents.	Parents Magazine. "Pre-Natal Care and Preparing for Parenthood." Filmstrips: "Beginning a Family," "A Time of Growth and Change."
		3.1g Role play parenting roles.	Supplement 11: "Role Plays of Parenting."
	3.2 Indicate common abilities and needs of the newborn.	3.2a Listen to a nurse speak about the schedules and activities of newborns and the concerns of new parents.	Nurse from the Well-Baby Clinic at the local health department
		3.2b Observe a demonstration on bathing, dressing and feeding techniques.	Mother and/or father of a young baby Filmstrips: Parent's Magazine. "Bathing, Dressing, Toilet Training," "Diapering and Dressing"
		3.2c Discuss advantages and disadvantages of breast feeding vs. bottle feeding. View filmstrip, "Breast and Bottle."	Filmstrip: Parent's Magazine. Feeding to Nourish and Love Series.
		3.2d Complete activity in the supplement on newborns.	Supplement 12: "Newborns." Ryder. Contemporary Living.
		e	

UNIT: Managing Parenting Decisions

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PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
	3.3 Acknowledge the effects of a first child on husband/wife relationships.	3.3a View the filmstrip "The Emotional Impact" and discuss.	Filmstrips: Parent's Magazine. "Preparation for Parenthood," "The Emotional Impact."
		3.3b Read resources and list adjustments that a couple will need to make in their life style when the first child is born.	Landis. **Your Marriage and Living**, pp. 316-318, 328-339. Tapes: Dr. Lee Salk. "Being a Parent," "The Other Parent", "What You Should Know About a Newborn" and "What Having a Newborn Means to You."
	3.4 Describe the physical, intellectual, social and emotional stages of development (birth to five years).	3.4a Read resource to define the types of development and to gain an understanding of how children grow and develop.	S.C. Department of Education, Office of Vocational Education. **Child Development Transparencies.** Ryder. **Contemporary Living**, pp. 267-289. Pampers. "Child Development Posters" from **Care for Two, Baby and You** learning packet.
		3.4b Complete exercises on stages of social, intellectual and physical development.	Supplement 13: "Stages of Physical Development." Supplement 14: "Stages of Social Development." Supplement 15: "Stages of Intellectual Development."

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UNIT: Managing Parenting Decisions

COMPETENCY: III. The student will acknowledge how the rights and responsibilities of parents and children influence the fulfillment of parenting roles.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		3.4c View filmstrips in **How An Average Child Behaves from Birth to Five Series.**	Filmstrips: Parent's Magazine. **How an Average Child Behaves From Birth To Five Series.**
		3.4d Divide into four groups and have each group prepare a bulletin board display on one of the types of development.	
		3.4e Observe a specific child in a nursery school setting and categorize his/her actions as they relate to physical, intellectual, emotional and social development.	Nursery school and an observation form
		E	

CHOOSING PARENTHOOD

1. Ruth is a buyer for her firm. She has received several promotions and feels that her career is very important. She says, "I know lots of people combine a job and a family, but I don't think I would be good at it. Besides, with my job, I travel a lot. Jeff is very involved in his job, too, so he understands and agrees that our marriage is just for the two of us."

2. Joan was the oldest girl in a family of nine. She says, "I had to spend a lot of my free time when I was growing up taking care of my younger brothers and sisters. I have already changed enough diapers and scolded enough naughty kids to last me for a lifetime. I decided a long time ago that I wasn't going to have kids and my husband knew this before we were married."

3. Janice was an only child who lived in a neighborhood with mostly elderly people. She said, "I never had anyone to play with when I was growing up. The only people around seemed like extra grandparents to me. I would have been happy to have had someone five or ten years older or younger to play with. I remember how lonesome I was. That's why I want to have at least two children."

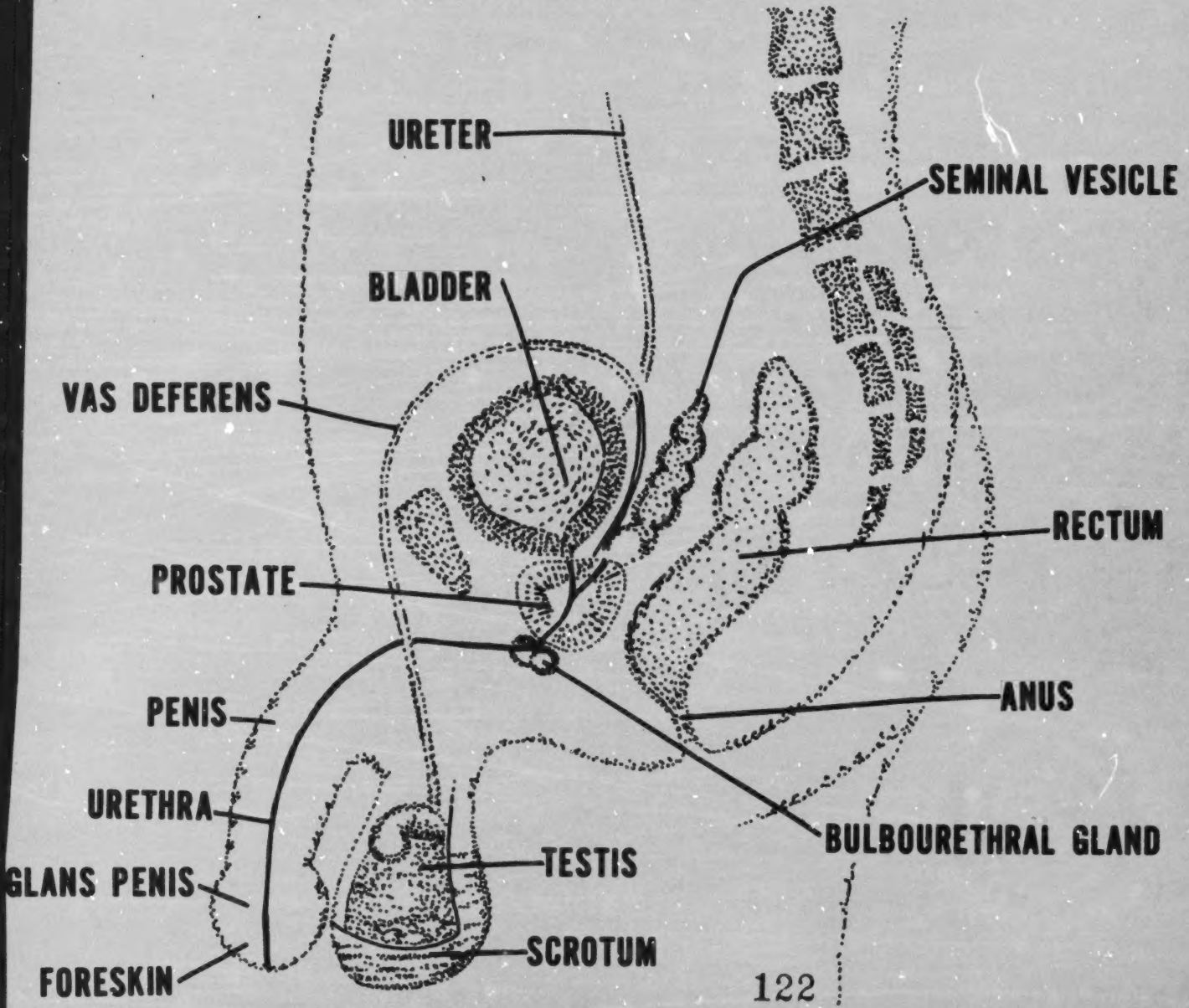
4. Harry and Gladys have always planned to have a family. They have just discovered that Harry's family has a hereditary degenerative nerve disease. He is fine but there is a 50 percent chance that their children might have the disease. They decide to go ahead and have a child.

5. Richard works for a research company and has just been offered a grant which is what he has wanted for a long time. If he takes this grant, he will be going to a primitive country. He and Susan have been married for 10 years and are in their late thirties. Susan would like to have a baby before it is too late. She has a good job but can get a leave of absence to go with him. They decide not to have a child because of inadequate medical facilities where they are going. They do not want to be separated for this time period.

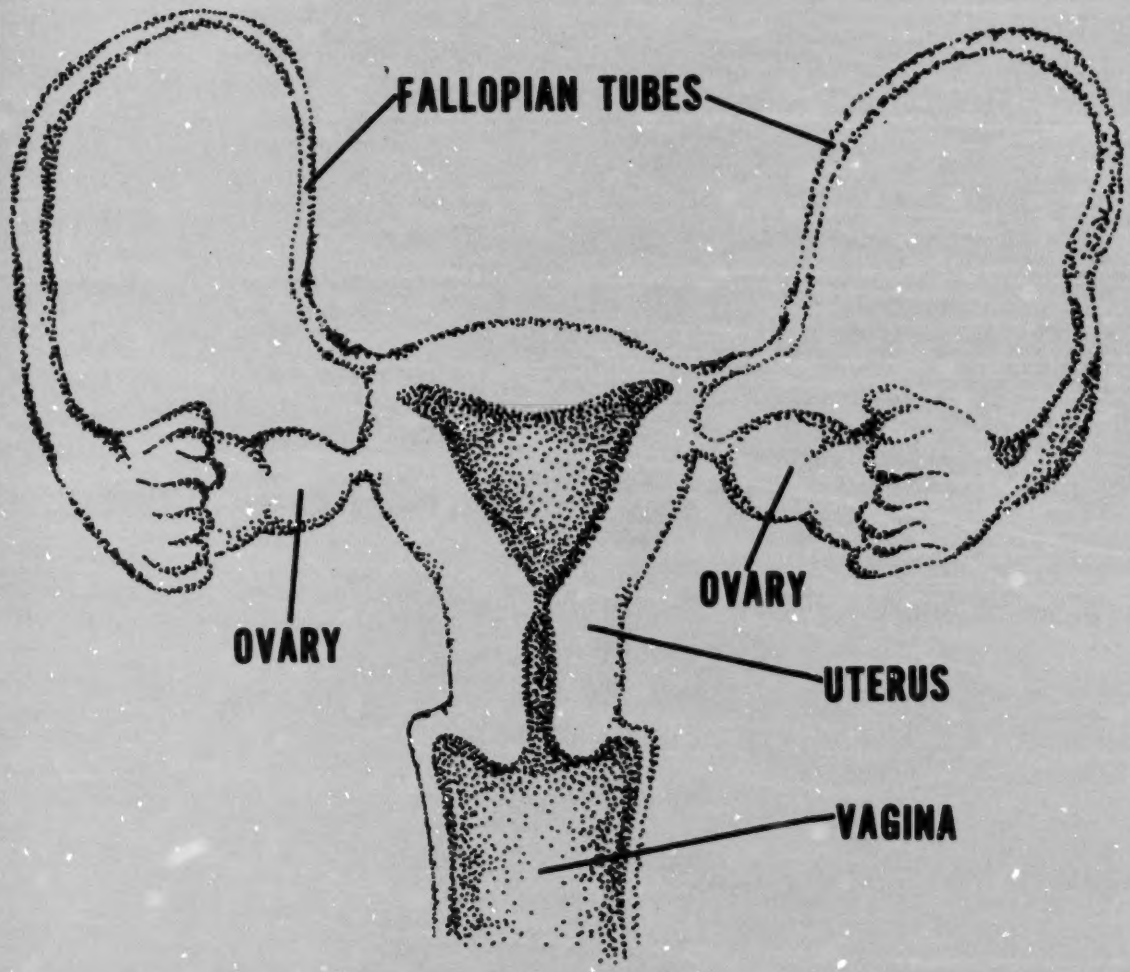
6. Hank and Sally are in their early twenties. They have been married for three years. They both want children very much but have just discovered that Sally has a genetic trait which would probably produce a mentally retarded child. The chances of a normal child are one in four. They decide to try to adopt a child.

7. Joe and Mary have been married for two years. Joe is in the armed services and does not have an extremely large salary. He does, however, have free medical benefits. Joe may be transferred soon. They are both in their twenties, so they feel it would be best to wait to have children until he has left the service and has a higher income and less moving around.

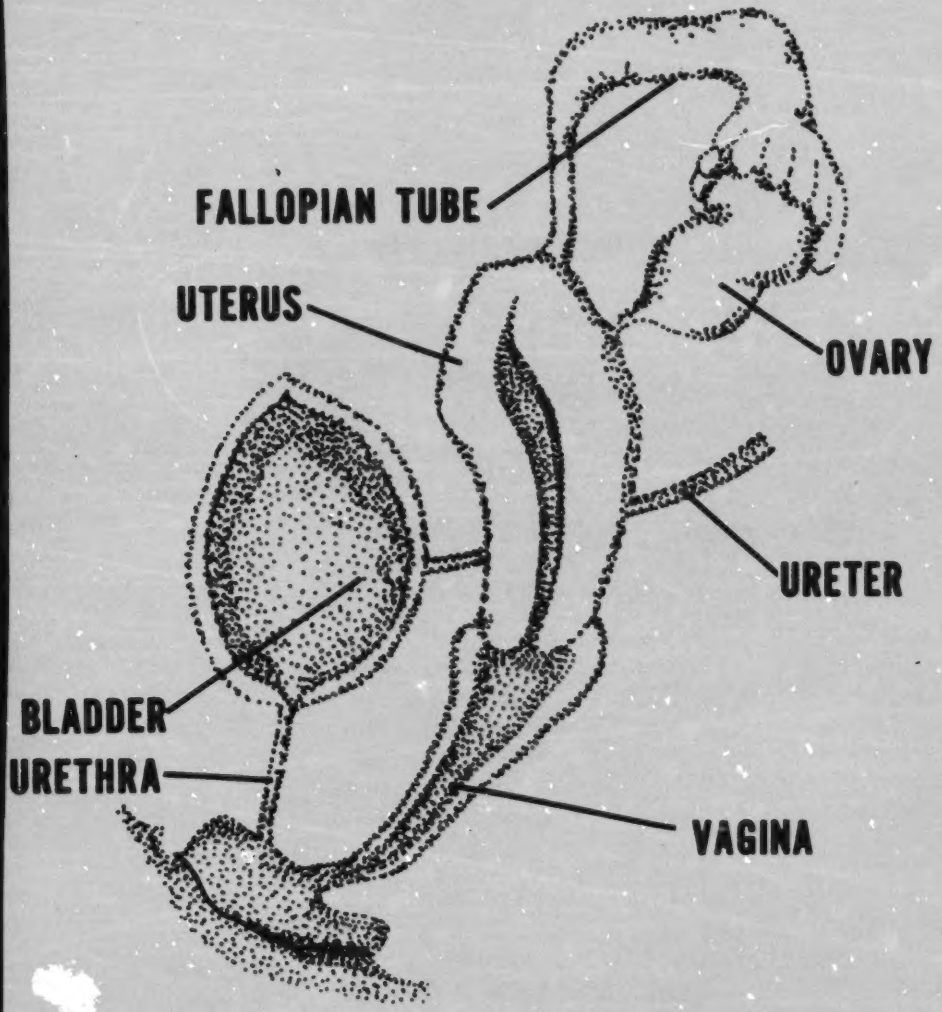
MALE REPRODUCTIVE SYSTEM



FEMALE REPRODUCTIVE SYSTEM



FEMALE REPRODUCTIVE SYSTEM



PARENTHOOD

WORD PUZZLE

Directions: To solve the puzzle, read each clue carefully. Then think of a word or words which fit the definition and have the same number of spaces as the corresponding line in the puzzle. The letter given in the puzzle must come in the position indicated. Write your answer in the line, putting one letter in each space.

1. P _ _ _ _ _
2. _ _ _ _ _ A _ _ _ _ _ _ _ _ _
3. _ _ _ _ R _ _ _ _ _ _
4. _ _ _ E _ _ _ _
5. _ _ _ _ N _ _ _ _
6. _ _ _ _ T _ _
7. _ _ _ _ _ H _ _ _ _
8. _ _ O _ _
9. O _ _ _ _ _ _ _ _
10. _ D _ _ _ _ _ _

CLUES

1. The mother or father of a child
2. Chemical or mechanical means of preventing pregnancy
3. The inability to conceive children
4. A type of family whose members are from several generations
5. A description of mentally retarded people who can be taught to perform simple tasks but require constant supervision
6. A type of counseling for prospective parents who may pass on hereditary diseases to their children
7. A hereditry disease found in males in which the blood will not clot properly
8. A couple who cannot have children of their own may decide to do this
9. A type of family consisting of an adult with a child or children
10. Mentally retarded people who can be taught simple skills and become relatively self-sufficient

Source: Craig. **Thresholds to Adult Living.**

DISCUSSION QUESTIONS

Study questions to accompany the film, "Healthy Mother, Healthy Baby."

1. Why is proper diet so important during pregnancy?
2. Why does a doctor want to see even a healthy woman at least once each month during pregnancy?
3. Why does a pregnant teenager need to be even more careful of her diet than an older woman during pregnancy?
4. Why can alcohol used during pregnancy harm the baby?
5. What does smoking do to an unborn baby?

DISCUSSION QUESTIONS

Study questions to accompany the filmstrip/cassette "Tomorrow Happens Today."

1. Name four factors mentioned in the filmstrip that can hurt an unborn baby.
2. What, specifically, can poor diet during pregnancy cause?
3. What caused the armless baby to be born deformed?
4. What did the filmstrip say about the effects of marijuana on the unborn child?
5. One out of how many teenagers will have a baby this year?

Study questions for the film Woman-Child.

1. What does it mean "we are all paying" for a teenage pregnancy?

2. Why have teenage pregnancies increased so much in the past 10 years?

3. What do you think we as a society should or could do to reduce the number of teenage pregnancies?

UNDERSTANDING PARENTHOOD

Discussion Questions

Planning Parenthood

1. What are the reasons for planning for children?
2. What are the factors to be considered in reaching family planning decisions?
3. What decisions should a couple make before deciding to have children?
4. Albert and Pam are feeling bored with each other and their life together. They think having a baby would be the solution to their problems. What do you think?
5. What responsibilities do parents have toward children today?
6. Why is planning for children important in privileged countries?

Birthright

1. What is the golden birthright?
   Healthy start; chance to have a normal physical, emotional, intellectual, social growth; caring parents; emotionally mature parents; basic survival needs provided for.
2. What is the most crucial and important time in the life of a baby?
3. When should a married couple start considering their child's birthright?
4. What practical things can a couple do to help ensure a healthy, happy baby?
5. How does pregnancy affect the marriage relationship?
6. What are some of the duties of the father-to-be?

Parenthood--Are You Ready?

PARENTHOOD - ARE YOU READY?

TEST - PARENTHOOD

TRUE-FALSE QUESTIONS

For each statement given, circle T if the answer is true and F if it is false.

T F 1. Parents must weigh the time required for housekeeping chores and gainful employment before taking on too many community responsibilities.

T F 2. In the past our society has expected a couple to have children soon after marriage.

T F 3. Tranquilizers, "pep pills," and pain killers that a pregnant mother takes usually do not affect her unborn child.

T F 4. Women who have diabetes can expect to have normal children if they have proper prenatal care.

T F 5. It is the mother's responsibility to feed and care for the children.

T F 6. There is little public disagreement over the question of abortion.

T F 7. An infant can create serious problems when parents are emotionally or financially unprepared for parenthood.

T F 8. A single career woman or man can now adopt a child or children.

T F 9. Many mothers prefer not to work outside the home until the children are in school.

T F 10. Parents should blame themselves when children do not turn out to be law abiding citizens.

MATCHING QUESTIONS

Find the name for each disease described. Write the letter of the name in the space next to its description.

	DESCRIPTIONS	DISEASES
___ 11.	This genetic disease makes the body unable to utilize fatty substances and leads to the destruction of brain cells and premature death.	A. Heroin addiction B. Tay-Sacks disease C. Rubella or German measles D. Down's syndrome E. Rh factor F. Sickle-Cell Anemia G. Retinitis pigmentation
___ 12.	A blood condition a woman may have that will not affect the first pregnancy, but will affect later pregnancies.	
___ 13.	The baby of a mother with this condition will experience withdrawal symptoms after birth.	
___ 14.	A genetic disease causing a gradual decline in sight, and eventually blindness.	
___ 15.	Infants born with this condition have recognizable facial characteristics and mental retardation.	

FILL IN THE BLANK QUESTIONS

Read each statement carefully. Decide which word or words fit into the blank and write them in the space to the left of the statement.

_____ 16. A family with two parents and children all living together is referred to as a(n) _____.

_____ 17. A permanent method of birth control is called _____.

_____ 18. Mentally retarded children who are able to be trained for jobs and lead fairly independent lives are described as _____.

_____ 19. To voluntarily and legally take another person's child and raise it as your own is called _____.

_____ 20. A child with some physical, emotional or mental problems which prevents normal development is described as _____.

_____ 21. A family in which people of more than one generation live together is called a(n) _____.

_____ 22. Professional advice to help couples assess the probability that they will have defective children is called _____.

_____ 23. Devices used to keep from conceiving children are called _____.

_____ 24. A family with a single adult is called a(n) _____.

_____ 25. Diseases passed from generation to generation are referred to as _____.

Source: Craig. **Thresholds to Adult Living.**

UNIT: Managing Parenting Decisions Supplement 8

KEY

1. T
2. T
3. F
4. T
5. F
6. F
7. T
8. T
9. T
10. F
11. B
12. E
13. A
14. G
15. D
16. nuclear family
17. sterilization
18. educable
19. adoption
20. handicapped
21. extended family
22. genetic counseling
23. contraceptives
24. one-parent family
25. hereditary

CHILD-REARING ROLE QUESTIONNAIRE

Take this questionnaire home and discuss it with your parents. Decide which family members played these child-rearing roles when you and your siblings were younger than 12. Decide how you would like these roles to be handled in your future family. There are no right or wrong answers. This is simply a way for people to compare their role expectations.

M - Mother F - Father B - Both N - Neither

Own Family						Future Family			
M	F	B	N	1.	Decide when to have a child.	M	F	B	N
M	F	B	N	2.	Decide how and where to have a child.	M	F	B	N
M	F	B	N	3.	Feed newborn baby.	M	F	B	N
M	F	B	N	4.	Change diapers.	M	F	B	N
M	F	B	N	5.	Do laundry for child(ren).	M	F	B	N
M	F	B	N	6.	Feed other baby.	M	F	B	N
M	F	B	N	7.	Put child(ren) to bed.	M	F	B	N
M	F	B	N	8.	Give child(ren) bath.	M	F	B	N
M	F	B	N	9.	Decide where child(ren) should go to school.	M	F	B	N
M	F	B	N	10.	Discipline child who is misbehaving.	M	F	B	N
M	F	B	N	11.	Establish behavior standards.	M	F	B	N
M	F	B	N	12.	Teach child to talk.	M	F	B	N
M	F	B	N	13.	Toilet train child.	M	F	B	N
M	F	B	N	14.	Purchase clothing for preschool child.	M	F	B	N
M	F	B	N	15.	Purchase clothing for elementary child.	M	F	B	N

Own Family						Future Family			
M	F	B	N	16.	See that child(ren) are well nourished.	M	F	B	N
M	F	B	N	17.	Arrange for babysitting.	M	F	B	N
M	F	B	N	18.	Take children on outings.	M	F	B	N
M	F	B	N	19.	Make sure child does homework.	M	F	B	N
M	F	B	N	20.	Get to know child's friends.	M	F	B	N
M	F	B	N	21.	Participate in activities such as scouts.	M	F	B	N
M	F	B	N	22.	Explain about sex to a girl.	M	F	B	N
M	F	B	N	23.	Explain about sex to a boy.	M	F	B	N
M	F	B	N	24.	Arrange for lessons such as swimming, dancing, music, etc.	M	F	B	N
M	F	B	N	25.	Read bedtime stories.	M	F	B	N
M	F	B	N	26.	Establish child's household.	M	F	B	N
M	F	B	N	27.	Establish allowance for child.	M	F	B	N
M	F	B	N	28.	Give allowance to child.	M	F	B	N
M	F	B	N	29.	Read books about parent education.	M	F	B	N
M	F	B	N	30.	Attend parent education courses.	M	F	B	N
M	F	B	N	31.	Care for sick child.	M	F	B	N
M	F	B	N	32.	Get up if child needs someone in the middle of the night.	M	F	B	N
M	F	B	N	33.	Arrange for health care of the child.	M	F	B	N
M	F	B	N	34.	Set family rules.	M	F	B	N
M	F	B	N	35.	Evaluate when counseling might be needed.	M	F	B	N

Own Family						Future Family			
M	F	B	N	36.	Attend parent/teacher conferences.	M	F	B	N
M	F	B	N	37.	Decide what to do when child gets in trouble.	M	F	B	N
M	F	B	N	38.	Teach child about religion.	M	F	B	N
M	F	B	N	39.	Provide for the support of the child.	M	F	B	N
M	F	B	N	40.	Supervise child's TV watching.	M	F	B	N

Source: Adapted by Sue Chelini. **Tips and Topics in Home Economics.** No. 3, 1978, p.5.

PARENTING ROLES

Directions: Read each case study and discuss.

1. What parenting roles are portrayed?
2. Who is parenting?
3. Suggest other parenting roles that are not portrayed.

Sandra

Sandra is 12 years old. Her mother and father were recently divorced. She is living with her mother in an apartment and visits her dad every other weekend. June, her mother, is presently in school to become a beautician. June is very attractive and dates frequently. She seldom spends much time with Sandra because she is tired after she has "been on her feet all day." Sandra spends many afternoons after school with a retired couple, Ted and Alice White. The Whites enjoy Sandra's company. Sandra runs errands for them as well as helping with chores around their home.

Juanita and Kay

Bert Lewis is a disabled coal miner confined to a wheel chair due to an accident in the mines several years ago. His wife, Ann, works at the local grocery store to supplement Bert's disability check. The children, Juanita and Kay, attend school in the small town a few miles away. Mr. Lewis fixes their lunch and helps them get ready to catch the school bus. Sixteen-year-old Betty King walks with them to the bus stop. She oversees the Lewis girls' activities to and from school.

Henry

Miss Johnson teaches first grade. Half of the children in her room cried the first week of school. She offered them some comfort, but was firm that there were limits. During the winter, the last half hour of the school day was spent helping with boots, buttons, scarves and hats. Henry in particular has had several problems. He has wet his pants several times and will not participate in activities with other pupils. Miss Johnson has met with his parents on three occasions to discuss some plan of action with them for Henry.

Eddie, Barry, Sue and Jim

Jim and Ellen Jones have been married two years. This is the second marriage for both. Stan has custody of his three boys,

Eddie, Barry and Kenneth. Kenneth maintains his own apartment. Stan also has a daughter, Jill, who lives with her mother, Stan's first wife. Since their mom lives far away, Stan's boys usually only see her during the summer vacation for four to six weeks. Ellen has custody of both her children by a previous marriage. Sue and Jim are twins and remain very close. Their father contacts them two or three times a week and is generally available to them for help.

ROLE PLAYS OF PARENTING

Divide into groups of three to five students and role play the following situations.

1. Beverly is ten years old. Her parents are very active in their work and they both have had very promising jobs. Beverly's mother has worked from the time Beverly was six months old. Her grandparents have cared for her since that time and she often spends nights and weekends with them when her parents work overtime or go out of town.

2. Janet's husband died three years ago leaving her with three children; Pam, Michael and David. She must work to help support them and leaves the two youngest with a neighbor until her oldest, Pam, gets home from school. Pam looks after Michael and David until her mother gets home from work. Pam often starts dinner.

3. Betty Cooper has been a volunteer at the Recreation and Day Care Center for almost six years. She worked here when Jamie's older brother started attending at the age of five. Now Jamie, age seven, comes full time during the school vacation. His parents work nights and sleep during the day so they send the boys to the center every morning and take responsibility for seeing them safely home.

4. Jim's wife has been ill now for almost a month. Someone must be with her at all times and Jim hired a private nurse to live in and care for her. The nurse sees to getting their two children off to school each morning before she begins her nursing duties. She also takes responsibility for them after school until Jim arrives home to take over. Some times the neighbors take the children out for the evening in order to help out and allow the nurse time off.

NEWBORNS

Write descriptive phrases at each point on the following diagram to indicate how babies look at birth.

chest_____
shoulders_____

body proportions_____
skin_____

hair_____
shape of head_____
neck_____
cheeks_____
nose_____
chin_____
eyebrows_____
eyelashes_____
eye color_____

abdomen_____
arms and legs_____
hands and feet_____

bones_____
muscles

average weight_____

average length_____

Babies are born with several reflexes. Match each reflex with the correct description.

1. Tonic neck reflex
2. Rooting reflex
3. Grasp reflex
4. Startle reflex

a. Newborns close their hands tightly when their palms are touched.

b. Newborns extend their toes when the soles of their feet are touched.

c. When newborns are touched on one of their cheeks, they turn their heads in that direction and open their mouths.

d. When newborns are tapped on their abdomens or when their support is suddenly removed, they spread their arms and legs apart and then bring them together again in a bow.

5. Babinski reflex	e. When babies lie on their backs, they turn their heads to one side. If they turn to the right, their right hands go out and their left arms go up.

Source: Ryder. **Contemporary Living.**

STAGES OF PHYSICAL DEVELOPMENT

Read the list of physical traits. Determine at what age an average baby would first exhibit each trait. Put the number of each trait where it belongs in the chart at the right.

1. Can grasp a cup by its handle.
2. Can walk on tiptoes.
3. Uses small scissors (with difficulty).
4. Tear ducts are not refined, so baby cries no tears.
5. Can roll over from stomach to back or from back to stomach.
6. Can kick a ball.
7. Notices hand and may follow movement of own hand.
8. Enjoys throwing things.
9. Can jump.
10. Can tie shoelaces and fasten buttons.
11. May go up and down stairs by alternating feet.
12. First tooth appears.
13. Can roll from side to back.
14. Likes to push and pull toys.
15. Gets dressed with little help.
16. Shows eagerness to touch anything and moves body to try to reach for things.
17. Likes to creep and crawl when placed on floor.
18. Intrigued by lifting; tries to lift anything that moves.
19. Displays definite right or left handedness when playing with ball, writing, etc.
20. May walk independently; varies with each child.

Birth to Three Months (4, 13)
Three to Six Months (7, 16)
Six to Nine Months (5, 12, 17)
Nine to Twelve Months (1, 20)
Twelve to Eighteen Months (8, 14)
Eighteen to Twenty-Four Months (9, 18)
The Two-Year Old (6, 11)
The Three-Year Old (2, 15)
The Four-Year Old (3)
The Five-Year Old (10, 19)

Key: Answers are in parentheses.
Source: Ryder. **Contemporary Living.**

STAGES OF SOCIAL DEVELOPMENT

Read the list of social traits. Determine at what age an average baby would first exhibit each trait. Put the number of each trait where it belongs in the chart at the right.

1. Loves being "chased" by siblings.
2. Wants to be independent.
3. Cooperative play begins.
4. Parallel play begins.
5. "Stranger anxiety" exhibited; attachment to familiar person and fear of strangers.
6. May be easily frustrated when someone says "no."
7. Interest centers on parents.
8. Smiles at familiar people.
9. Loves an audience.
10. May choose special friends for the first time.
11. Does not like to share toys.
12. Very sensitive about being watched.
13. Can be "silly" with friends.
14. Becomes a "grabber" and will try to snatch desired objects.
15. May pick up "dirty" words and enjoy shocking a parent by saying them.
16. Likes to show off.
17. Likes to run from adult in a chasing game.
18. Child expends continual energy in socializing and then suddenly tires.
19. Enjoys a playful peek-a-boo game.
20. Gurgles and coos spontaneously.

Birth to Three Months (7, 20)
Three to Six Months (8, 19)
Six to Nine Months (5)
Nine to Twelve Months (1, 9, 16)
Twelve to Eighteen Months (6, 17)
Eighteen to Twenty-Four Months (2, 14, 18)
The Two-Year Old (11, 4)
The Three-Year Old (3, 12)
The Four-Year Old (15)
The Five-Year Old (10, 13)

Key: Answers are in parentheses.
Source: Ryder. **Contemporary Living**

STAGES OF INTELLECTUAL DEVELOPMENT

Read the list of intellectual traits. Determine at what age an average baby would first exhibit each trait. Put the number of each trait where it belongs in the chart at the right.

1. Enjoys filling boxes with many items.
2. Crying is the only way to communicate with others.
3. Can create a story about a picture.
4. Can differentiate between "before" and "after."
5. Studies and plays with fingers and hands.
6. Recognizes own name.
7. Learns to distinguish fact
8. Can wave good-bye.
9. Laughs aloud in response to delight.
10. Likes to repeat words.
11. Likes to imitate and pretend: indicates ability to have a mental image of events.
12. Learns property rights - "This is Daddy's. This is mine."
13. Can name some colors.
14. Counts up to at least 20.
15. Asks questions such as, "Why?" "What's this?"
16. Indicates recognition of person by cooing or becoming excited.
17. Hums and makes sing-song
18. Can make simple drawing strokes with large crayon.
19. Knows own age.
20. Favorite words may be "all gone," "Thank you," "good boy" or "good girl."

Birth to Three Months (2, 16)
Three to Six Months (5, 9)
Six to Nine Months (6)
Nine to Twelve Months (1, 8)
Twelve to Eighteen Months (11, 17, 18)
Eighteen to Twenty-Four Months (12, 20)
The Two-Year Old (4)
The Three-Year Old (10, 13, 15, 19)
The Four-Year Old (7)
The Five-Year Old (3, 14)

Key: Answers are in parentheses.
Source: Ryder. **Contemporary Living.**

UNIT: Using Community Resources

COMPETENCY: IV. The student will recognize the relationship between the individual, family and the community in the provision of resources to meet the needs of the family.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
1. After researching community resources and support systems, the learner will identify six out of eight resources/support systems and describe how each serves the individual/family.	1.1 Identify community groups/organizations which exist to serve the population.	1.1a Define these terms. 1. Community 2. Community resources 3. Family needs 4. Family services e	Ryder. Contemporary Living, pp. 54-55.
		1.1b How can a community contribute to the life of the family?	
		1.1c Make a list of community resources and support systems.	Resource Persons: Health Department Department of Social Services Red Cross Mental Health Department March of Dimes United Fund Chamber of Commerce Fire Department Churches Cultural and Recreational Organizations
		1.1d Identify services or support systems and resources which make use of volunteer workers.	

UNIT: Using Community Resources

COMPETENCY: IV: The student will recognize the relationship between the individual, family and the community in the provision of resources to meet the needs of the family.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
	1.2 Describe the services available from community agencies.	1.2a Listen to a panel of representatives from several agencies discuss the services available from the agency.	Department of Social Services Health Department Department of Mental Health Department of Mental Retardation
		1.2b Divide into small groups. Have each group work with one agency representative to describe the procedure one would follow to secure the services of the agency. Make a written summary of the procedure.	
	1.3 List personal/family needs which are best met through community resources.	1.3a Invite members of a family who have received help through a community agency to discuss the contributions the service made to the well-being of the family.	Resource Persons: Family with a handicapped child, family member with an alcoholic relative, etc.
		1.3b Brainstorm and list all the personal and family needs which might be met through community resources that you can think of. Suggestions may come from personal experiences.	Supplement 1A-1P: "Discussion Guides and Transparencies." (May be used according to needs listed by students.)
	1.4 Associate community resources with specific family/personal needs.	1.4a From a teacher-made list of terms, identify the community resources a family might use and explain how the resource could help the family.	

UNIT: Using Community Resources

COMPETENCY: IV. The student will recognize the relationship between the individual, family and the community in the provision of resources to meet the needs of the family.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		1.4b Make a class file on the community resources and the specific family/ personal need each might meet. Include the agency name, address, phone number, person to contact, and a one-statement description about the function of the agency. E	
2. Given family crises, the student will identify a specific community resource which assists families to cope in each situation. The student will select two crises and outline a positive coping strategy with emphasis on personal resources for each.	2.1 Identify specific areas of family crises and give examples of each.	2.1a Read references dealing with a crisis in the family.	Ryder. **Contemporary Living,** pp. 300-318. Sasse. **Person to Person,** pp. 230-235. Westlake. **Relationships,** pp. 299-301. Supplement 2A: "Causes of Crisis" (transparency).
		2.1b The student will write his/her own definition of "crisis." The class will discuss the definitions and develop a definition to be used during the crisis unit. e	
		2.1c Construct a "crisis" bulletin board using an idea shown in Supplement 2.	Supplement 2B: "Bulletin Board Ideas."

UNIT: Using Community Resources

COMPETENCY: IV. The student will recognize the relationship between the individual, family and the community in the provision of resources to meet the needs of the family.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
	2.2 Predict the consequences of several crises.	2.2a Discuss why what may be a crisis in one family may not be in another. Use specific examples in the discussion and talk about why these changes can create problems.	Landis. **Your Marriage and Family Living**, 3rd ed., pp. 443-462. Westlake. **Relationships**, pp. 300-301.
		2.2b Given lists of crises, rank them according to how they would affect a teen and how they would affect a marriage.	Supplement 3: "Crisis in the Family."
		2.2c Students will spin the "Wheel of Misfortune." Each student will research this misfortune describing in detail the causes, the resources available and the solution to the problem.	Allen, Cliffe. **Practical Family Life.** Supplement 4: "Wheel of Misfortune" (teacher prepared).
	2.3 Identify resources (personal and community) which help an individual/family withstand crisis.	2.3a Discuss the resources available to help in time of crisis. 1. Mental resources 2. Physical health 3. Family relationships 4. Financial resources 5. Support of friends 6. Community services	Ryder. **Contemporary Living**, pp. 300-303. Supplements 5A-5G: "Resources to Help in Time of Crises." Supplements 6A-6C: "Help Comes From All Directions" (transparencies). McKinley. **People—Caring, Deciding, Growing**, pp. 138-142.

UNIT: Using Community Resources

COMPETENCY: IV. The student will recognize the relationship between the individual, family and the community in the provision of resources to meet the needs of the family.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		2.3b Invite guest speakers from the agencies to discuss how their agencies help families in time of crisis. 1. Crisis Hotline 2. Social Security 3. Alcoholics Anonymous 4. Counseling Center 5. Church 6. Hospice Nursing Staff 7. Social Services 8. Red Cross 9. Family Planning Clinic 10. Legal Aid Society 11. Family Court	
		2.3c List agencies available to help a family in various kinds of crises.	Supplement 7: "Agencies to Help in Time of Crisis."
	2.4 Define "coping strategy."	2.4a Read selected references on coping strategies.	Westlake. **Relationships, a Study in Human Behavior**, rev. ed., pp. 53-62, 300-303.
		2.4b Define the term "coping strategy." e	
		2.4c Discuss examples of positive and negative coping strategies for common family crises.	

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UNIT: Using Community Resources

COMPETENCY: IV. The student will recognize the relationship between the individual, family and the community in the provision of resources to meet the needs of the family.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
	2.5 Apply positive coping to specific family crises.	2.5a Interview a person who has faced one of the following crises. Record your discussion or take notes and report to the class. Keep all names confidential. 1. Separation or divorce 2. Unemployment 3. Death of a spouse 4. Death of a child 5. War (Vietnam veteran or a war refugee) 6. Child abuse (either an abused child or an abusive parent) Write out all questions in advance and have them checked by the teacher. Include questions about resources used to cope, coping strategies and changes in life goals or values as a result of the crisis.	
		2.5b Read the case study and guidelines for writing a case study. 1. Answer the questions concerning the practice case study. 2. Rewrite a case study of your own.	Supplement 8: "Guidelines for Writing Case Studies."
		2.5c Exchange case studies and respond to the questions on one or two case studies.	

UNIT: Using Community Resources

COMPETENCY: IV. The student will recognize the relationship between the individual, family and the community in the provision of resources to meet the needs of the family.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		2.5d In a panel discussion, students will discuss "How I lived through _____." (Assign a different crisis to each panel.) Include in the discussion the resources used, coping strategies and changes in life goals or values as a result of the crisis.	
		2.5e Write about how a crisis can actually improve a person's life if he/she reacts to the crisis in a positive manner. Use the following crises for specific evaluation. 1. Divorce 2. Unemployment 3. Mobility 4. Unwanted pregnancy 5. Aging 6. Disability 7. Child abuse E	

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PATTERNS OF SUICIDE (Discussion Aid)

TRANSPARENCY #1

I. IMPULSIVE SUICIDE

II. SUICIDE AS A RESULT OF DEPRESSION

III. SUICIDE AS A RESULT OF SEVERE OR TERMINAL ILLNESS

IV. SUICIDE AS A RESULT OF A LOVE CONFLICT

WHAT ARE SOME COMMON SIGNS OR FOREWARNINGS OF EACH TYPE OF SUICIDE SHOWN ABOVE?

WHICH TYPE OF SUICIDE IS MOST COMMON?

WHICH TYPE OF SUICIDE IS MOST SURPRISING?

Source: Ryder. **Contemporary Living**, pp. 310-312.

CLUES TO SUICIDE

1. Excessive use of alcohol or other drugs indicating self-destruction.
2. Change in any set of habits especially associated with depression.
3. Pre-occupation with one's health with loss of interest in hobbies and sports.
4. Insomnia and serious disturbances in sleep patterns.
5. Sudden decline in economic status.
6. Break in close relationship or deteriorating family relationship.
7. Older person with sudden life style change or abruptly left alone.

CASE STUDY ON SUICIDE

June and Mary are good friends. Recently, Mary has been acting moody and depressed. She has been talking about quitting the basketball team which she and June have been on for three years. Mary is usually an "A" student, but June has noticed Mary's grades have recently been going down. In fact, June found Mary's math mid-term exam in her biology notebook. Mary made a "F" on the exam and June is sure Mary put it in her notebook purposely. Last week Mary and June went to see a very funny movie only Mary did not laugh and actually became more depressed. Yesterday, Mary made a remark "about ending it all."

What clues has Mary given June that she might be thinking about suicide?_____

_____

_____

What would you say to Mary?_____

_____

_____

What sources might June use to get help for Mary?_____

_____

_____

THREE STAGES OF DIVORCE (Discussion Aid)

TRANSPARENCY 2

I. EMOTIONAL DIVORCE

Communication breaks down
Tense silences
Emotional outbursts

(Sketch: couple standing with backs to each other and arms crossed, frowning.)

II. PHYSICAL DIVORCE

One spouse moves out completely

(Sketch: person leaving house with suitcase)

III. LEGAL DIVORCE

(Sketch: Show legal document with word divorce at top or partners standing in front of a judge.)

Source: Ryder. **Contemporary Living**, p. 306.

VIEWS ON DIVORCE

Complete the checklist of statements related to divorce. Then answer the questions that follow. Divide into small groups to discuss your responses.

Agree	Disagree	Not sure	
			1. If two people are having marital problems, they will be able to solve their problems if they stay married and give themselves time.
			2. Once a couple is married, they should not consider divorce.
			3. The first time a couple has a disagreement it means that sooner or later they will probably get a divorce.
			4. "Divorce conversation" is dangerous to a marital relationship. If a couple is having problems, the subject of divorce should not be brought up.
			5. In a divorce, there is always one guilty person and one innocent person.
			6. If the laws of divorce were stricter, there would be fewer divorces and hence more happy marriages.
			7. The misconception that when you marry you should be happy all the time has increased the incidence of divorce.

Agree Disagree Not sure

8. When you marry the person you love, you should be able to expect that person to make you happy. If the person does not make you happy, you should get a divorce.

9. The age of marriage does affect the probability of divorce.

10. If people were better informed about marriage, they would make better decisions concerning marriage. Thus there would be fewer divorces.

11. If parents are having marital problems, they should stay together anyway. They should never divorce for the sake of their children.

12. When parents divorce, the children are often used as a "wedge" between the parents. Each parent tries to influence the child against the other parent.

13. Divorce runs in families. If your parents divorce, you will have a greater chance of divorcing your spouse.

14. Divorced persons tend to marry other divorced persons.

15. When a teenager's parents divorce, it always affects his/her life adversely.

STAGES OF DYING (Discussion Aid)

TRANSPARENCY #3

I. DENIAL

- Person feels it is impossible that he/she is dying.
- Says to himself or herself: "No, not me!"

II. ANGER

- Person is angry with those who will go on living.
- God is usually the target of anger because he is believed to make these decisions.

III. BARGAINING

- Person often tries to make a deal with God for just a little more time.
- Even non-religious people often go through this.

IV. DEPRESSION

- Person mourns losses and wrongs he/she has committed.
- Person often becomes quiet and introspective; frequently wants to be left alone to his/her own thoughts.

V. ACCEPTANCE

- This is neither sad nor happy.
- Person seems to accept calmly that death is near.

Source: Ryder. **Contemporary Living**, p. 328.

THE GRIEF PROCESS (Discussion Aid)

TRANSPARENCY #4

1. Shock: Person is emotionally "neutral" and appears to be going through the motions of living. This is why those at funerals of loved ones may appear to be so "strong".
2. Expression of emotion: The loss becomes real.
3. Depression or loneliness
4. Panic: Person can't seem to get his/her mind off the loss and may not know how to go on living.
5. Guilt: Normal feelings about arguments, slights, hurts, etc.
6. Hostility or resentment: Feelings of "why did you have to die" or "why did this have to happen."
7. Physical symptoms of distress: May be illness, stress symptoms, or lack of energy.
8. Inability to return to reality: May avoid relationships after death of a loved one. For example, fear of being disloyal or feelings that loved one will return.
9. Hope: Life begins to become meaningful again.
10. Adjustment and return to "normal."

DISCUSSION: HOW COULD YOU BEST HELP A FRIEND WHO HAS SUFFERED A LOSS DURING EACH OF THESE STAGES OF THE NORMAL GRIEF PROCESS?

PRE-TEST: ALCOHOLISM

True or False

1. You can tell a person is an alcoholic by the way he/she looks and talks.
2. Alcoholics are often absent from work on Mondays.
3. Alcoholics are just weak people who lack self-discipline.
4. Alcoholics can quit drinking any time they really want to.
5. People under the of age of 21 rarely become alcoholics.
6. Alcoholics never enjoy drinking alone.
7. Alcoholism is an illness, just like diabetes or tuberculosis.
8. Alcoholics need to be treated with sympathy and understanding.
9. Once an alcoholic, always an alcoholic.
10. A person can't become an alcoholic by just drinking beer or wine.

CHARACTERISTICS OF ALCOHOLISM

TRANSPARENCY 5

1. Need to drink before facing certain situations.
2. Frequent drinking sprees.
3. Steady increase in intake of alcohol.
4. Solitary drinking.
5. Early morning drinking.
6. Monday morning absenteeism.
7. Frequent disputes about drinking.
8. Occurrences of blackouts.

Source: Westlake. Relationships: A Study in Human Behavior, pp. 305-306.

THE CRISES OF ALCOHOLISM

Work in small groups to discuss your views on alcoholism. Combine ideas and write the group's reactions to three of the statements. Read the reactions to the class.

1. Job stress and family problems are the most common causes of alcoholism.
2. If your mate is an alcoholic, the best thing you can do is to learn more about alcoholism and to show your mate continued love and understanding.
3. If a woman drinks heavily during pregnancy, the baby will be adversely affected.
4. If your mate is an alcoholic, you should try to eliminate all alcohol from his/her environment.
5. Alcohol is the one and only cause of alcoholism.
6. There are few sources of help available for alcoholics. They have to solve their problems on their own.
7. Alcoholism is inherited. If your parents are alcoholics, you will probably become an alcoholic.
8. If your mate is an alcoholic, you should try to hide the fact from his/her employer.

Group reaction to statement_____
_____
_____
_____

Group reaction to statement_____
_____
_____
_____

Group reaction to statement_____
_____
_____
_____

SIGNS OF ABUSE AND NEGLECT

TRANSPARENCY 6

SIGNS OF ABUSE AND NEGLECT

ABUSE

FR**A**CTURES

BURNS

MALN**U**TRITION

BRUI**S**ES

LAC**E**RATIONS

NEGLECT

ABA**N**DONING

UN**E**QUAL TREATMENT

HARSH LAN**G**UAGE

WITHDRAWA**L**

EXPOSURE

LACK OF **C**ONCERN

DIR**T**Y CLOTHING

ABUSE OR NEGLECT - WHICH IS IT?

Directions: Classify each of the following signs as being either of the following: A (Abuse) or B (Neglect).

____ 1. Bruises

____ 2. Unequal sibling treatment

____ 3. Malnutrition

____ 4. Fractures

____ 5. Shooting

____ 6. Exposure

____ 7. Exposure to immoral conduct

____ 8. Kicking

____ 9. Inadequate medical care

____10. Burns

____11. Lack of concern

____12. Biting

____13. Lacerations

____14. Failure to provide necessary clothing

____15. Drug addiction during or after pregnancy

____16. Using sexually

____17. Dismemberment

____18. Hemmorrhage

____19. Abandoning

____20. Welts

CHARACTERISTICS OF ABUSIVE OR NEGLECTING FAMILIES

LACK OF MATURITY

LACK OF PARENTING SKILLS AND ABILITIES

LACK OF SOCIAL CONTACT

LACK OF CONTROL DUE TO FREQUENT CRISES SUCH AS ILLNESS, FINANCIAL AND MARITAL PROBLEMS

INABILITY TO CONTROL DRUG OR ALCOHOL PROBLEMS

OTHERS_____

_____

REPORTING
CHILD ABUSE AND NEGLECT

WHO SHOULD REPORT CASES? YOU

TO WHOM DO YOU REPORT?

OR

*LOCAL DEPARTMENT OF SOCIAL SERVICES

*LOCAL LAW ENFORCEMENT AGENCY (AFTER HOURS)

HOW DO YOU REPORT?

*ORALLY, IN PERSON

*IN WRITING

*BY TELEPHONE

WILL THE ABUSERS KNOW WHO REPORTED?

*THE IDENTITY OF THE REPORTER IS CONFIDENTIAL.

SOUTH CAROLINA
CHILD PROTECTION ACT OF 1977

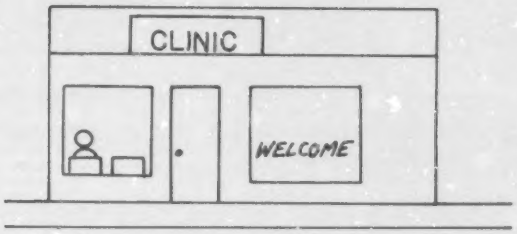
DEPARTMENT OF SOCIAL SERVICES RESPONSIBLE FOR PROVISION OF PROTECTIVE SERVICES TO CHILDREN UP TO EIGHTEEN YEARS OF AGE.

AT LOCAL LEVEL, PROTECTIVE SERVICES UNIT IN COUNTY DEPARTMENT OF SOCIAL SERVICES CONCERNED WITH EVALUATION AND TREATMENT OF ABUSIVE OR NEGLECTING FAMILIES REFERRED TO THEM.

MANY SERVICES TO HELP FAMILIES AND VICTIMS OF LONG TERM ILLNESS

TRANSPARENCY 10

MEDICAL

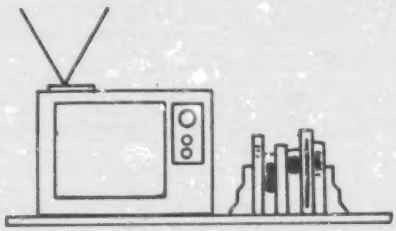


PSYCHOSOCIAL

GROUP THERAPY

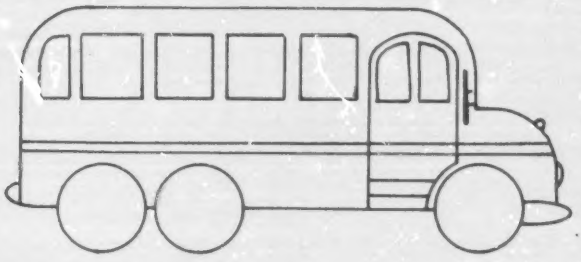
HOME VISITING

EDUCATION



PUBLIC SERVICE PROGRAMS WITH UP-TO-DATE INFORMATION

RECREATION AND SCHOOLS



SPECIAL EQUIPMENT

WALKERS, CRUTCHES, WHEELCHAIRS

CAUSES OF CRISIS... SUDDEN AND DISAGREEABLE CHANGE

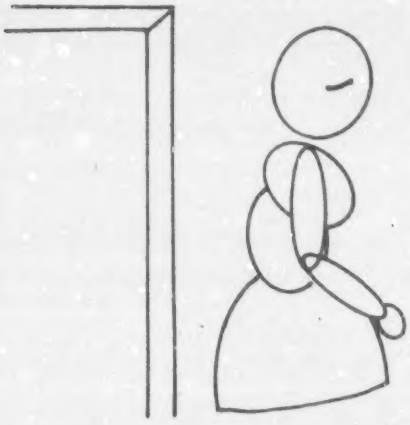
PERSONAL LOSS

DEATH, DIVORCE, LOSS OF FRIENDSHIP

ILLNESS DISABILITY

MAJOR ILLNESS OR ACCIDENTAL INJURY

JOB CHANGES



GETTING FIRED, JOB MOBILITY

AGING

FORCED RETIREMENT, ILLNESS, LOSS OF SPOUSE

C HILD ABUSE

R EMARRIAGE

I LLNESS

S UICIDE

I LLEGITIMATE PREGNANCY

S ENILITY OR AGING

BULLETIN BOARD IDEAS

Using the lettering shown below as a heading, construct a crisis bulletin board displaying newspaper/magazine articles which are accounts of crises. Situations discussed in the articles may be used in class discussion.

CRISIS IN THE FAMILY

Dealing with Crisis

Read the two lists of crises below. Then number each list, beginning with the most devastating crisis and ending with the least devastating crisis. Answer the questions that follow. Discuss methods of meeting various crises in class.

CRISES OF YOUNG ADULTS

__ Selecting a career for life

__ Severe illness of a family member

__ Breakup with a loved one

__ Divorce of parents

__ Death of a friend

__ Moving to an unfamiliar area

__ Mental breakdown of a family member

__ Criminal attack (type:____)

__ Illegitimate pregnancy

__ Death of a parent

__ Handicapped family member

__ Remarriage of parents

__ Choosing a college or training program

__ Family member addicted to alcohol or drugs

__ Other:_____

CRISES OF MARRIAGES

__ Divorce

__ Unemployment

__ Child abuse and neglect

__ Handicapped family member

__ Death of a mate

__ Death of a child

__ Severe illness of a family member

__ Infidelity of mate

__ Family member addicted to alcohol or drugs

__ Moving to an unfamiliar area

__ Death of a parent

__ Criminal attack (type: ____)

__ Remarriage

__ Mental breakdown of a family

__ Other:_____

From your list, choose two of the five most devastating crises for young adults. Explain how you would handle those two crises.

Crisis A:_____

_____

Crisis B:_____

_____

From your list, choose two of the five most devastating crises for marriages. Explain how you would handle those two crises.

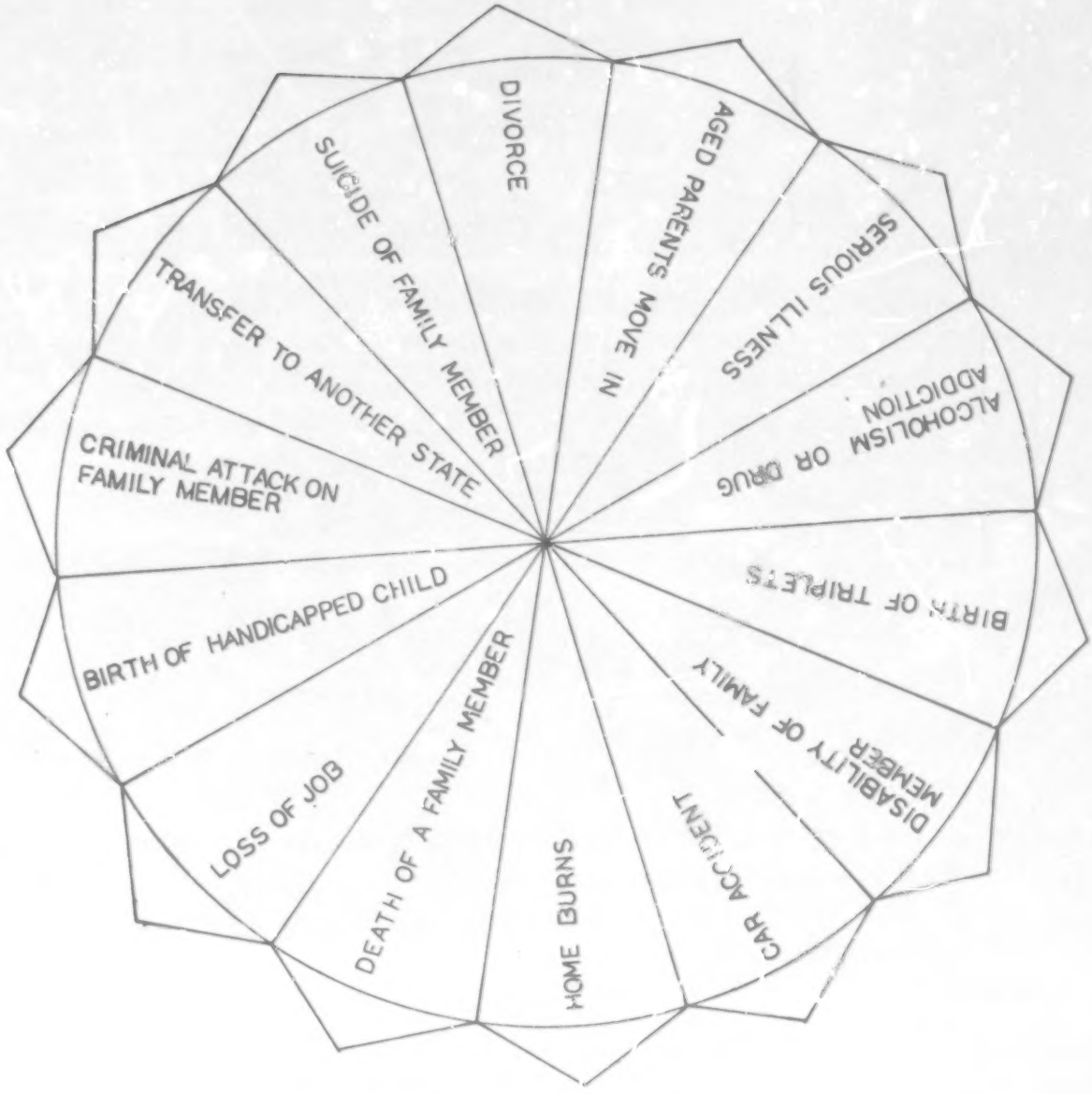
Crisis A:_____

_____

Crisis B:_____

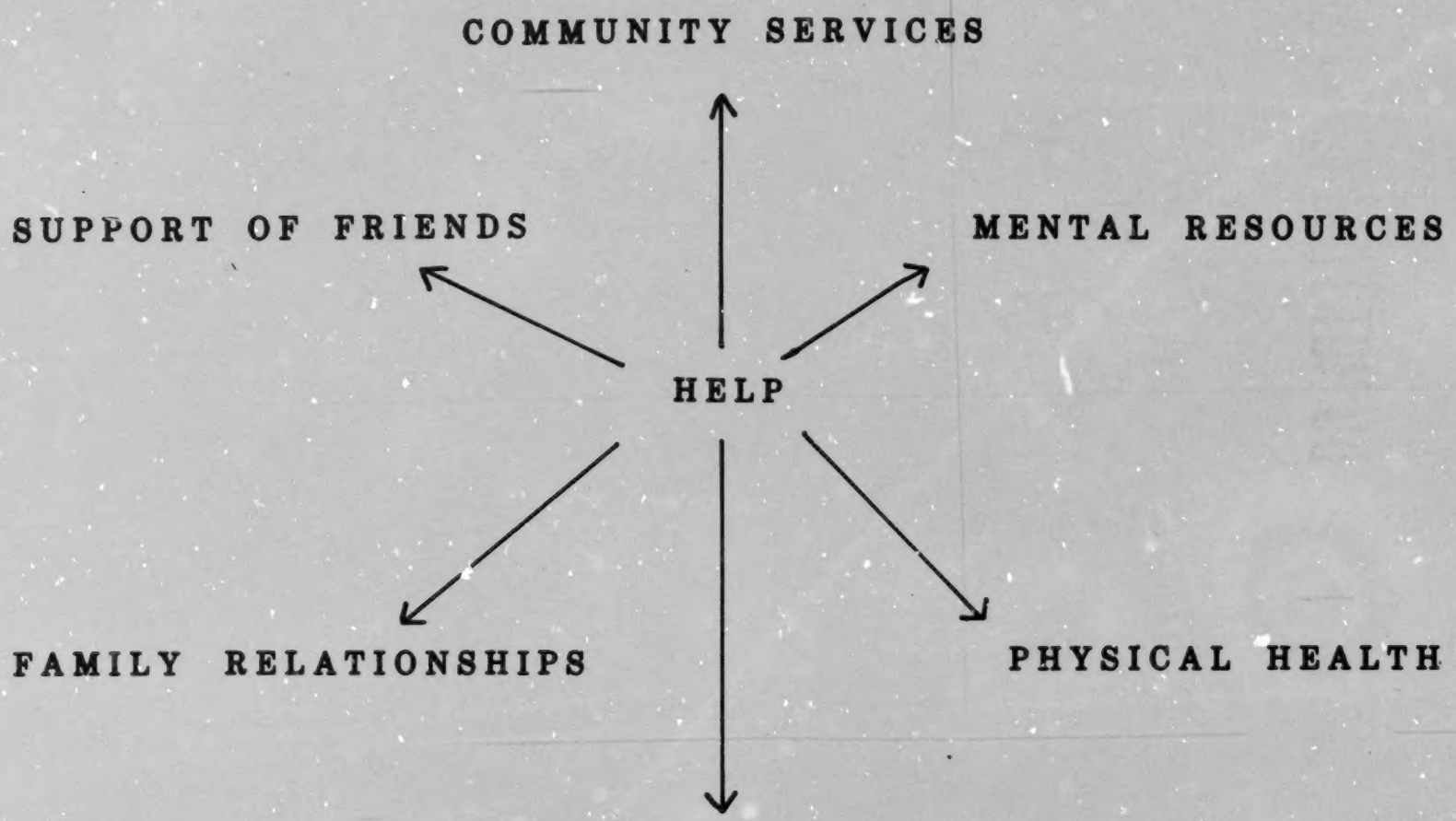
_____

WHEEL OF MISFORTUNE



RESCURCES TO AID IN TIME OF CRISIS

TRANSPARENCY 1



Source: Ryder. Contemporary Living, p. 300-303.

RESOURCES TO AID IN TIME OF CRISIS

TRANSPARENCY 2

MENTAL RESOURCES

1. Confidence in ability to overcome problems
2. Experience with other problems
3. Planning and organizing ability
4. _____
5. _____
6. _____

RESOURCES TO AID IN TIME OF CRISIS

TRANSPARENCY 3

PHYSICAL HEALTH

1. Endurance
2. Physical stamina under stress
3. Freedom from health problems
4. _____
5. _____
6. _____

RESOURCES TO AID IN TIME OF CRISIS

TRANSPARENCY 4

FINANCIAL RESOURCES

1. Salary
2. Savings
3. Credit rating
4. _____
5. _____
6. _____

RESOURCES TO AID IN TIME OF CRISIS

TRANSPARENCY 5

FAMILY RELATIONSHIPS

1. Stability of family ties
2. Trust in parents/spouse
3. Freedom from existing crises
4. _____
5. _____
6. _____

RESOURCES TO AID IN TIME OF CRISIS

TRANSPARENCY 6

SUPPORT OF FRIENDS

1. Reliability
2. Genuine concern
3. Their experience with similar problems
4. _____
5. _____
6. _____

RESOURCES TO AID IN TIME OF CRISIS

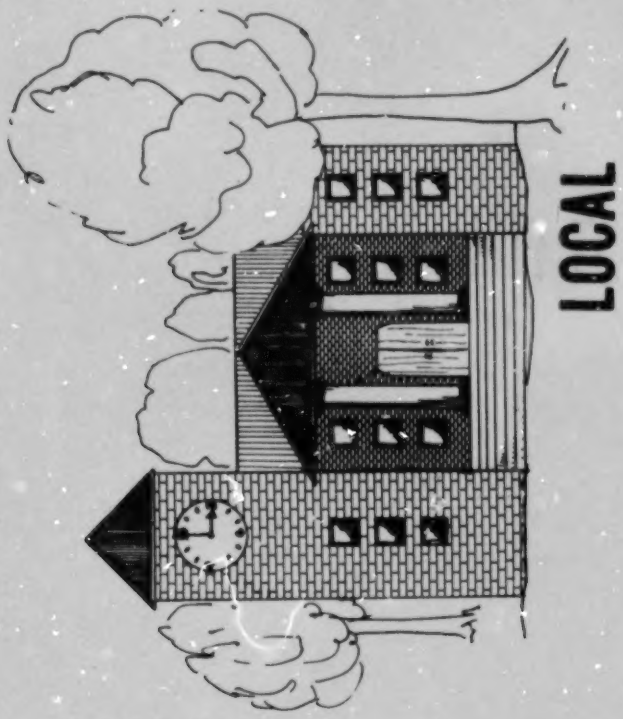
TRANSPARENCY 7

COMMUNITY SERVICES

1. Church
2. Hospital
3. Department of Social Services
4. _____
5. _____
6. _____

HELP COMES FROM ALL DIRECTIONS

HELP COMES FROM ALL DIRECTIONS



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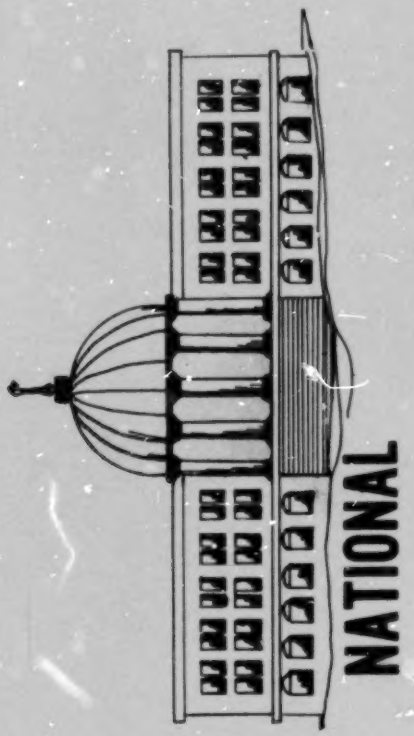

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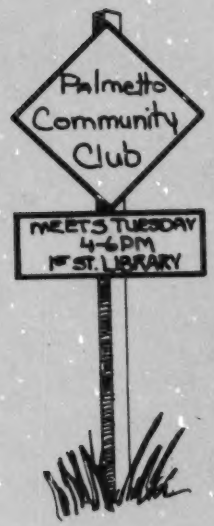

CLUBS

PROFESSIONAL

AGENCIES AVAILABLE TO HELP IN TIME OF CRISIS

Name two agencies or professionals in your community who could help when facing each of the crises shown below.

Death of a family member

_____

_____

Divorce

_____

_____

Senility or aging of a family member

_____

_____

Disability

_____

_____

Unemployment

_____

_____

Alcoholism or drug abuse

_____

_____

Criminal attack

_____

_____

Mobility

_____

_____

Suicide of a family member

_____

_____

Terminal illness of a family member

_____

_____

Child abuse

_____

_____

Nervous breakdown

_____

_____

Unwanted pregnancy

_____

_____

Birth of a handicapped child

_____

_____

GUIDELINES FOR WRITING CASE STUDIES

READ THE SAMPLE CASE STUDY ON THE NEXT PAGE AND ANSWER STEP 1. THEN CONTINUE WITH STEPS 2-6.

1. As a class, respond to the sample case study on "unemployment."

2. Write a story about a person or family facing a crisis. The crisis you are to write about will be assigned to you by your teacher.

3. You may use a real situation (changing names, of course) or you may make up all characters and details.

4. Give all your characters names and tell the reader a little about them to bring the case study "to life."

5. **Do not** include an "ending" to the story, even if you know how the story ends. In other words, don't tell how the crisis was overcome or how the problem was solved.

6. The reader will have to answer the following questions about your case study.

   a. What caused the crisis?

   b. Could the crisis have been avoided? Why or why not?

   c. What could the character(s) do to face the crisis positively?

   d. What community resources are available to the character(s) to help them withstand the crisis?

   e. What do you think would be a happy ending to the story? Why?

   f. What do you think would be a sad ending to the story? Why?

CASE STUDY: Bill and Lynne

Bill and Lynne had been married for three years and Lynne was expecting their third child when Bill lost his job.

They had gone together all through high school and were married after graduation. Lynne had planned to work and put Bill through the local technical college so that he could get a good job. Unfortunately, she became pregnant two months after they were married and Bill had to abandon his school plans and get a job.

The best paying job Bill could find was on the third shift at a local factory. He only made minimum wage because he only had a high school education. Bill and Lynne seemed to get further and further behind financially. While their friends could afford to buy some of the things they wanted and at least go out once in awhile, Bill and Lynne seemed to be broke all the time. As the babies came along it seemed to get worse and worse.

So Bill finally decided that the only thing to do was to get a second job. This would only be a part-time job so that Bill could do well at his full-time job and eventually get promoted. Well, his hours were terrible. He worked from 12:00 midnight until 8:00 a.m. on his third shift job, and then from 12:00 noon until 4:00 p.m. on his part-time job. The part-time job was hard, too. He was a stock clerk at a discount store and he was constantly on his feet lifting and carrying merchandise. By the time he went to his regular job, he had had only a few hours sleep and he was worn out. All the time away from the family wasn't helping the marriage either and Bill worried about it all the time.

Bill went on like this for about eight months. One night while he was at work, his boss (whom he disliked intensely and who also disliked him, unfortunately) approached him and told him that he had not been meeting production lately and that he had better stop being so stupid and lazy or he'd lose his job. With that, Bill threw the tool he was holding on the floor and screamed, "You can have your lousy job. I quit!" Two days earlier, he had been laid off of his part-time job. Now he felt like he had nowhere to turn.

UNIT: Managing Resources

COMPETENCY: V. The student will demonstrate the ability to manage personal and family resources to achieve family goals.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
1. Given two hypothetical situations, the student will: 1. List personal/family needs and goals. 2. Identify resources available to individual/family to satisfy needs/goals. 3. Prioritize family needs and goals. 4. Suggest means of enhancing/increasing available resources.	1.1 Give examples of personal resources and family resources.	1.1a Read recommended references about family economics.	Westlake. Relationships: a Study in Human Behavior, pp. 270-278. Ryder. Contemporary Living, pp. 210-222.
		1.1b As a group, define these terms. 1. Resource 2. Personal resources 3. Family resources 4. Goal 5. Management 6. Prioritize	
		1.1c View family TV shows and list the human and non-human resources each family has to work with.	
	1.2 Determine factors which influence the amount/quality of resources available to individual/family.	1.2a Analyze case studies as a small group activity. Recommend a plan for a beginning family to produce and use available resources effectively in relation to given values and needs.	Supplement 1: "Case Studies--Resource Allocation."
		1.2b Write a paper answering the question, "How can a beginning family achieve more or improved resources for the future?" Summarize a list of ways for improving resources by sharing.	

COMPETENCY: V. The student will demonstrate the ability to manage personal and family resources to achieve family goals.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		1.2c Respond to an exercise on value-oriented statements by selecting one of the following responses. 1. Strongly agree 2. Strongly disagree 3. Am undecided 4. Agree 5. Disagree Explain reasons for responses given.	Supplement 2: "Value-Oriented Statements."
	1.3 Identify personal/family needs and common family goals.	1.3a Discuss values which influence personal/family goals. 1.3b Discuss how these goals affect the allocation of personal/family resources.	
	1.4 Distinguish between flexible and nonflexible needs.	1.4a Define flexible expenses and fixed expenses. Give examples of each. e	**Reaching Your Financial Goals**, pp. 12-17. **Changing Times.** Budgeting Unit. **Money Management Kit.**
		1.4b Discuss how fixed and flexible expenses might be changed.	
	1.5 Associate personal/family resources with specific needs/goals of the individual/family.	1.5a Discuss in groups and list principles of allocation of resources. 1. Recognizing and molding values of family members 2. Relating values to needs of family members	

UNIT: Managing Resources

COMPETENCY: V. The student will demonstrate the ability to manage personal and family resources to achieve family goals.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		3. Recognizing all resources available at a given time 4. Planning and preparing for more production of resources in the future 5. Using available resources in the most effective way 6. Planning and preparing for future effective usage	
		1.5b Using the case studies in Supplement 1, discuss how the resources in each situation can be used to reach the goals. Use the above principles of allocation of resources.	Supplement 1: "Case Studies--Resource Allocation."
		E	
2. Given a hypothetical income and family situation, the learner will prepare a workable financial plan and weekly budget for meeting that family's needs and goals.	2.1 Define these terms. 1. Income 2. Gross pay 3. Net pay 4. Income deductions 5. Financial 6. Spending plan/budget 7. Fixed expenses 8. Flexible expenses 9. Savings	2.1a Define income. e 2.1b Differentiate between gross income and net income. 2.1c Read resources to define the meaning of a financial plan as a system for dispensing family income.	Ryder. **Contemporary Living**, pp. 226-231. U.S. Government Printing Office. **Guide to Budgeting for the Young Couple.** Thal and Homcombe. **Your Family and Its Money**, rev. ed., pp. 109-128. Money Management Institute. **Reaching Your Financial Goal**, pp. 4-11.

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COMPETENCY: V. The student will demonstrate the ability to manage personal and family resources to achieve family goals.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
	2.2 Identify saving plan options, giving the advantages and disadvantages of each.	2.2a Read references about savings options.	Westlake. **Relationships: a Study in Human Resources**, pp. 282-283.
		2.2b List at least four methods a person may use to save money. List advantages and disadvantages of each.	Supplement 3: "Personal Economics."
		2.2c Discuss how an individual or young couple can begin a savings plan.	
	2.3 Develop an annual financial plan including a savings plan.	2.3a View and discuss filmstrip "Making Ends Meet."	Filmstrip: Guidance Associates. "Making Ends Meet."
		2.3b List three reasons for preparing and following a budget.	Rice. **Consumer Education Word Games.** Spirit Masters: **Record Keeping.**
		e	
		2.3c Prepare a bulletin board illustrating the categories of expenditures that should be included in a budget.	Landis. **Your Marriage and Family Living**, pp. 282-286.
		2.3d Role play two situations, one in which a family's spending is guided by a financial plan and the other in which there is no financial plan.	
	2.4 Develop a weekly/biweekly spending plan.	2.4a Prepare a budget for a young married couple. Use the information from **Contemporary Living.**	Changing Times. **Money Management Kit**, Earnings and Spending Units. Supplement 4: "Budget for a Young Married Couple." Ryder. **Activity Guide.**

UNIT: Managing Resources

COMPETENCY: V. The student will demonstrate the ability to manage personal and family resources to achieve family goals.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		2.4b Identify which areas of the budget will need to be reviewed often to determine if changes are needed.	
	2.5 Identify a plan adjustment to be used in case of emergency.	2.5a Review the budget planned above and determine areas which can be changed in case of emergency.	
		2.5b Suggest how a budget can assist in being prepared for an emergency.	
		E	
3. Given a hypothetical family situation the student will: a. identify a need which must be met with a credit purchase. b. apply for credit. c. compute the cost of credit for one month. d. adjust the family budget to manage the credit payment.	3.1 Identify types and sources of credit.	3.1a From selected references, define these terms. 1. Credit 2. Finance/interest charge 3. Credit limit 4. Credit balance 5. Credit history 6. List of credit 7. Annual fee	Ryder. **Contemporary Living**, pp. 222-226.
		e	
		3.1b Read resources to identify the types of credit. 1. Installment 2. Noninstallment 3. Revolving 4. Credit cards	**Changing Times. Money Management Kit**, Borrowing Unit. Money Management Institute. **Managing Your Credit**, p. 13.
		3.1c Assess the advantages and disadvantages of each type.	

COMPETENCY: V. The student will demonstrate the ability to manage personal and family resources to achieve family goals.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		3.1d List and compare the various sources of credit. 1. Yourself 2. Credit union 3. Banks and savings and loan associations 4. Store dealer financing 5. Finance companies 6. Pawn broker 7. Family and friends	Money Management Institute. **Managing Your Credit**, pp. 18-19.
	3.2 List advantages and disadvantages of credit purchases.	3.2a Compare the services of a local commercial bank with those offered by savings and loan associations, mutual savings banks and credit unions.	Local financial institutions
		3.2b Compare the costs of purchasing a car that you want with cash, a commercial bank loan and dealership financing.	Local commercial bank Local auto dealer
		3.2c Examine credit "Danger Signals."	Money Management Institute. **Managing Your Credit**, p. 30
	3.3 Identify purchases appropriate for credit buying.	3.3a Select an item to purchase on credit and prepare a chart showing the cost of five different credit sources.	Supplement 5: "Credit Comparison."

UNIT: Managing Resources

COMPETENCY: V. The student will demonstrate the ability to manage personal and family resources to achieve family goals.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		3.3b Share findings with the class. Discuss which, if any, of the sources of credit would be the best to use for the item. Consider whether this item would best be purchased as a cash sale rather than on credit. E	
4. Given a hypothetical family and copies of their insurance policies: a. determine the total cost of family insurance. b. adjust the family financial plan to include premium payments. c. determine if the family is adequately insured.	4.1 List personal resources which should be secured by insurance.	4.1a Read selected references about insurance coverage.	Ryder. **Contemporary Living**, pp. 202-207. Westlake. **Relationships: a Study in Human Behavior**, pp. 280-282.
		4.1b Define these terms. 1. Insurance 2. Policy 3. Premium 4. Beneficiary 5. Face value 6. Maturity 7. Investment e	
		4.1c Listen to a guest speaker explain various kinds of insurance and what aspects of our lives are protected by insurance coverage.	Local insurance agent

COMPETENCY: V. The student will demonstrate the ability to manage personal and family resources to achieve family goals.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
	4.2 Identify various types of life insurance; list advantages and disadvantages of each.	4.2a Discuss which family members are the primary candidates for life insurance.	
		4.2b Identify ways an individual or the beneficiary would benefit from each of four kinds of life insurance. Identify disadvantages of each.	
		4.2c Listen to an estate planner discuss life insurance as an investment. Compare the cash value of whole or straight life insurance with the value of the same amount of cash invested in other ways for the same period of time.	Estate planner from local bank
	4.3 Define these terms. 1. Health insurance 2. Group insurance policies 3. Deductible	4.3a Discuss the purpose of health insurance.	
		4.3b Compare the premium and coverage of two health insurance companies.	
	4.4 List the six basic coverages in auto insurance and describe the benefits received.	4.4a Review an automobile insurance policy to discover the areas of coverages available to the consumer.	
		4.4b Inquire of the highway department which areas of coverage are mandatory in South Carolina.	
		4.4c Name four factors which will affect one's premium rate for automobile insurance.	

UNIT: Managing Resources

COMPETENCY: V. The student will demonstrate the ability to manage personal and family resources to achieve family goals.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
	4.5 Identify property insurance options and basic coverages included in each option.	4.5a Interview parents and one other adult to determine what kind of personal property they have insured. 4.5b List the kinds of policies which cover these items.	

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CASE STUDIES--RESOURCE ALLOCATION

Beginning Family Units

1. Joan and Shirley are renting an apartment together. They both value recreation and enjoy watching television and listening to the stereo. They are buying a color television on time, but they do not have a stereo. Since there is no refrigerator in the apartment, Joan and Shirley eat most of their meals in restaurants. Joan's parents want her to go to business school at night, but she feels she cannot afford the tuition costs.

2. Bob and Susan were married in June and have rented an expensive apartment with a swimming pool in the complex. They need a new car because Bob has to travel 30 miles one way to the factory where he works. Susan has secretarial skills, but she has not found a job. She is insisting that they go to Florida for two weeks at Christmas because their honeymoon was only for two days. The rent on their apartment is so high that they have put only fifty dollars in savings since their wedding.

3. Carolyn and Barry have been married three months. Carolyn's six-year-old son, Tom, lives with them. Housing and transportation costs are both extremely high in the area of the city where they live. Barry works at night in a service station. Carolyn is attending high school during the mornings while Tom is in school. Carolyn dropped out of school before Tom was born and is now trying to complete requirements for graduation. Carolyn and Barry want to buy a trailer just outside the city limits. The one they are considering is in good condition. The payments would be forty dollars less per month than they are currently paying for rent. Barry would have to drive ten miles further to and from work, and Carolyn would have to take the bus to school. In their present location she can walk.

VALUE ORIENTED STATEMENTS

Allocation of Resources--Beginning Family Unit

Directions: Place a clothesline across the front of the classroom. Label left end STRONGLY DISAGREE. Label right end STRONGLY AGREE. Give each student a clothespin and a card on which a value oriented statement is written. The same statement may be given to more than one student. One by one students should attach their cards to the clothesline explaining what the statement means and why she/he placed the card in that location. After all cards have been placed, involve students in large group discussion. Students should be encouraged to shift their own cards as their feelings change. (Additional sentences appropriate for the group should be added.)

1. To condemn a person's method of spending is to condemn him as a person since spending and beliefs are so close.

2. What one sees as overspending, another may perceive as selected spending.

3. Even though both members of a married couple are earning, the family's financial plan must be based on the husband's income alone.

4. Money is the most common source of conflict in a family unit.

5. If two generations form a family unit, the needs of the older person should be given priority.

6. If one member of a beginning family unit has a child from a former relationship, the parent of the child should contribute all the financial support for the child.

7. If the members of a beginning family unit cannot afford all the material resources they want, credit is a good alternative.

8. If the members of a beginning family unit cannot afford all the material resources they need, they should accept aid from relatives.

9. All members of a beginning family unit should be involved in deciding how resources should be allocated.

10. Male members of a family unit use better judgment in decisions concerning resources than female members.

11. The number of family members affects the alternatives available to the unit in making decisions.

12. The needs as well as the values of family members must be considered in allocating resources.

PERSONAL ECONOMICS

Saving vs. Spending

Respond to each of the following statements. Then describe the saving system you plan to try when you are first married.

Agree	Disagree	Not Sure	
			1. I believe that a couple should save as much money as they spend on recreation.
			2. I believe that a young couple has plenty of time to save money and that they should enjoy their youth and not worry about saving money.
			3. I believe that a young couple should start to save as much as possible in order to purchase their first home as quickly as possible.
			4. If one spouse believes in saving money and the other sees no need to save money, their marriage could have some serious problems.
			5. In order to save money, you have to deposit a certain percentage of every paycheck in your savings account before any money is spent.
			6. In order to save money, you have to become a penny-pincher and deprive yourself and your mate of wanted items.
			7. Saving in a piggy bank is smart because the money is available quickly for emergencies.

8. Spouses should save equally in order to find equality in the purpose of saving.

9. Purchasing savings bonds is the best way to save.

List several different types of savings accounts._____

_____

_____

Describe the saving system you plan to follow when you are first married._____

_____

_____

_____

Source: Ryder. **Contemporary Living.**

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BUDGET FOR A YOUNG MARRIED COUPLE

Use the information you have learned after studying Chapters 11 and 12 of the text, **Contemporary Living**, to prepare a budget for a young married couple.

CAREER

A. Name of husband_____

Choice of career_____

Length of education completed by husband before marriage _____

Name of employer_____

Address of firm_____

Quoted yearly salary_____

Source of salary information_____

B. Name of wife_____

Choice of career_____

Length of education completed by wife before marriage _____

Name of employer_____

Address of firm_____

Quoted yearly salary_____

Source of salary information_____

C. If plan calls for marriage while in college:

Length of education yet to be completed by husband_____

Length of education yet to be completed by wife_____

Source of educational expenses for couple_____

Is either working full or part-time?_____

What type of job does husband have?_____How much can he contribute?_____

What type of job does wife have?_____ How much can she contribute?_____

D. If plan calls for marriage while a spouse is in the armed services; educational level at time of entrance into service: husband_____ wife_____

Rank in service_____ Quoted yearly pay_____

Allowance for spouse_____ Source of salary information _____

Do spouses live together?_____ If not, where does the spouse who is not in the service live?_____ How are this spouse's living expenses met?_____

TYPE OF BUDGET

Decide what type of budget is needed.

Single income budget--only one spouse is employed_____

Double income budget--both spouses are employed_____

DETERMINING MONTHLY NET INCOME

A. Couple will file joint income tax return using Form 1040 or Form 1040A in which they will not itemize their deductions. Use current tax forms to complete the following.

Exemptions: Husband____ Wife____ Others, specify_____

Gross income of husband $_____ Gross income of wife $_____

Joint income $_____ Income tax $_____

B. Almost everyone who is employed must pay FICA wages, commonly known as social security payments. Use current information to complete the following.

An employed person must pay _____% of his or her yearly gross income for FICA wages.

The maximum amount of income which is subject to FICA wages is $_____

Husband's gross income $_____ FICA wages $_____

Wife's gross income $_____ FICA wages $_____

C. Complete the following calculations.

1. Gross income of husband $_____ wife $_____
   Total $_____

2. FICA wages of husband $_____ wife $_____
   Total $_____

3. Subtract total of line 2 from total of line 1. $_____

4. Income tax $_____

5. Subtract line 4 from line 3. $_____

6. Divide line 5 by 12 to find monthly net income. $_____

HOUSING

Give name, if any, and address of first apartment _____

Quoted monthly rent $_____

Is written lease required?_____ For how long?_____

What utilities are included in the rent?_____

If not included in rent, give average monthly bill for

Gas $_____ Electricity $_____ Water $_____

Average telephone bill $_____

Are laundry facilities available?_____

How much does it cost to wash a load?_____ To dry a load?_____

Features of the dwelling: Carpeting_____ Swimming pool_____

Covered parking area_____ Air conditioning_____

Other_____

TRANSPORTATION

Primary mode of transportation for husband _____ for wife_____

If you own one or more cars:

Model and year of husband's car_____

Is the car paid for? Husband's _____ Wife's _____

If not, what is the total monthly payment? _____

Cost of operation of each month (including gas, washing, maintenance, etc.):

Husband's $_____ Wife's $_____

INSURANCE

A. Life insurance
Type of policy (term, whole life or endowment):
Husband _____ Wife _____

Face value of policy: Husband $_____ Wife $_____

Amount of monthly premium: Husband $_____ Wife $_____

Is insurance part of "hidden benefits" of job?_____

B. Health insurance

Type of policy (group or individual)_____

Describe coverage_____

_____

Amount of monthly premium: $_____

Is insurance part of "hidden benefits" of job?_____

C. Auto insurance

Describe coverage_____

_____

Amount of monthly premium $_____

D. Property insurance

Describe coverage_____

_____

Amount of monthly premium $_____

FURNISHINGS

List furnishings for a couple's first apartment under the following headings.

Furnished by Apartment

Owned by Spouse Before Marriage

Borrowed

Bought by Couple With Cash

Made by Couple

Buying With Installment Credit

CREDIT COMPARISON

Buying Method	True Annual Interest Rate	Monthly Payments Over Two Years	Total Finance Charges	Total Cost
Cash				
Commercial Bank				
Credit Union				
Store Loan or Contract Plan				
Finance Company				

UNIT: Consumer Decisons and Family Unity

COMPETENCY: VI. The student will make consumer choices to satisfy basic family needs based on available information and sound decision-making procedures.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
1. Following completion of classroom learning experiences, the student will write an essay which describes his/her viewpoint on parental responsibilities relative to basic human needs.	1.1 Interpret Maslow's Hierarchy of Needs Theory.	1.1a Write your thoughts and ideas about the meaning of the term "need." Share your ideas about the needs. Discuss needs which are common to all people.	For a review of discussion techniques refer to **101 Subversive Ideas to Use in the Classroom.**
		1.1b Summarize in writing the needs common to all people as discussed in class. Arrange in order of perceived importance.	
		1.1c Read selected references for information about basic human needs. Compare your beginning opinions with the theories presented in the references.	Sasse. **Person to Person,** pp. 44-52. Ryder. **Contemporary Living,** pp. 18-20. Westlake. **Relationships,** pp. 2-12. McGinley. **People,** pp. 7-16.
		1.1d Study Maslow's Theory on Hierarcy of Needs.	Supplement 1: "Maslow's Triangle." Ryder. **Contemporary Living Activity Guide,** p. 10.
		1.1e Define needs and wants. Give examples of each.	
		1.1f Listen to a story illustrating human needs. Discuss the story as it relates to Maslow's theory.	Supplement 2: **"Human Needs Illustration."**

UNIT: Consumer Decisions and Family Unity

COMPETENCY: VI. The student will make consumer choices to satisfy basic family needs based on available information and sound decision-making procedures.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
	1.2 Relate this needs theory to the family life cycle stages.	1.2a Locate from references the four stages in the family life cycle. 1. Beginning stage 2. Developing stage 3. Maturing stage 4. Retiring stage	Brinkley. **Teen Guide to Homemaking**, 4th ed., Chapter 2. Lee. **Marriage and Families.** Hunt. **Marriage.** Supplement 3: "Family Life Stages."
		1.2b Role play the identifying aspects of each of the four stages.	
		1.2c Make a bulletin board depicting the four stages of the family life cycle.	Discarded magazines, newspapers, old snapshots, advertisements, etc.
		1.2d Watch a television show agreed upon by the class. Complete Follow-up Activity 4, "Making The Most of Yourself."	Sasse. **Person to Person Student Guide**, Activity 4, pp. 39-40.
		1.2e Respond in writing to a "Dear _____" letter sent by your cousin. Use your knowledge of basic human needds to respond. 1. On a separate paper list needs and the person's behaviors which were designed to meet those needs. 2. Decide whether the behavior did or did not meet the needs. 3. Identify which needs were being affected by the family situation.	Sasse. **Person to Person Student Guide.** "Making the Most of Yourself," Activity 5, p. 41.

UNIT: Consumer and Family Unity

COMPETENCY: IV. The student will make consumer choices to satisfy basic family needs based on available information and sound decision-making procedures.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
	1.3 Describe the relationship between basic human needs and parent responsibilities.	1.3a List which of Tony's needs are the responsibility of the parent and which of Tony's needs are his responsibility.	
		1.3b Discuss how Tony's parents can prepare Tony to meet his own present and future needs.	
	1.4 Identify individual human needs which must be considered prior to starting a family.	1.4a When a couple is considering having a child, list the human needs of that child which should be considered and discussed by the perspective parents.	
		1.4b Discuss some of the consequences of not meeting these needs for a child.	
		E	
2. Given a hypothetical family description, prepare a three-day dietary plan to meet the needs of all family members.	2.1 Identify the basic nutritional requirements of the family.	2.1a Read resources and discuss how the basic four food groups are used in meal planning.	Paolucci, Faiola and Thompson. **Personal Perspectives**, 2nd ed., pp. 135-139, 145-149. Supplement 4: "Nutrition Scramblegram." McDermett, Norris and Nichols. **Homemaking for Teenagers**, pp. 466-500.
		2.1b Complete exercise on planning a nutritious meal.	Supplement 5: "Planning Nutritious Meals."

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UNIT: Consumer Decisions and Family Unity

COMPETENCY: VI. The student will make consumer choices to satisfy basic family needs based on available information and sound decision-making procedures.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		2.1c List all foods eaten for four days and analyze choices to determine if menus were balanced. Rewrite menus and make them balanced.	
		2.1d Construct a mobile illustrating a nutritionally balanced meal that has eye and taste appeal.	Supplement 6: "Daily Food Guide."
	2.2 Determine an approximate food budget for a family of four.	2.2a View and discuss filmstrip "Let's Go Shopping."	Filmstrip: Changing Times Educational Service. "Let's Go Shopping."
		2.2b Make a list of things to consider when making a shopping list.	**Personal Perspectives**, pp. 160-161. Kowaluk. **Discovering Nutrition**, p. 89.
		2.2c Read resources and list food buying strategies that the consumer should consider when making a shopping list. Complete exercise on buying food in **Discovering Nutrition**, p. 89.	**Personal Perspectives**, pp. 162-163. Linder/Selzer. **You the Consumer**, pp. 73-79. Kowaluk. **Discovering Nutrition**, p. 89. Supplement 7: "Buying Food."
		2.2d Study grocery store advertisements and determine which store/stores to shop from based on the information. Categorize shopping list in appendix.	Newspaper advertisements for grocery stores Supplement 8: "Shopping List."
		2.2e Complete activity on eating out to test knowledge of nutritional needs of family members.	Supplement 9: "Eating Out." **Nutrition For Health**

UNIT: Consumer Decisions and Family Unity

COMPETENCY: VI. The student will make consumer choices to satisfy basic family needs based on available information and sound decision-making procedures.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		2.2f Plan meals for a family of four for one week and organize a shopping list for purchasing food for preparation of meals. E	
3. Given a hypothetical family description, determine specific housing needs of the family. Given descriptions of available houses, select a house to meet the family needs. Support your choice.	3.1 Describe housing alternatives available to families today. List the advantages and disadvantages of each.	3.1a Read references provided about housing alternatives.	Ryder. **Contemporary Living**, pp. 199-202. McDermott, et al. **Homemaking for Teenagers**, p. 348.
		3.1b Determine housing needs of various family structures and lifestyles.	Paolucci, Faiola and Thompson. **Personal Perspectives**, 2nd ed., pp. 271-286.
		3.1c Work in groups to make lists of ways automation has changed people and housing.	Lewis. **Housing Decisions**, p. 269.
	3.2 List personal factors which must be considered when making a housing choice.	3.2a Discuss the ways housing meets basic needs, physical needs, psychological needs, social needs, spiritual needs and self-actualization.	
		3.2b Read resources to know how the following influence housing choices. 1. Present and future needs 2. Present and future income 3. Present and future interests 4. Availability of housing	Money Management Institute. **Your Housing Dollar**, pp. 4-5.

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PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		3.2c Discuss the relationship between values and goals and housing decisions.	
		3.2d Identify factors which influence choice of location of residence.	
	3.3 Identify housing needs that will change with the family life cycle.	3.3a Apply the decision-making process to meeting housing needs (case studies).	Supplement 10: "Glossary of Housing Terms." Supplement 11: "Family Situation."
		3.3b Using the family described in the case study, discuss what their housing needs may have been earlier in the marriage and what the needs might be after the children leave home.	
		3.3c Discuss other factors which may cause the housing needs of a family to change.	
	3.4 Estimate reasonable housing expenditures (monthly) for a given income.	3.4a Discuss items included in the housing portion of a monthly budget. Discuss what percentage of the total budget the housing portion should use.	
		3.4b Formulate a sample realistic monthly housing allowance. Analyze in relation to the budget prepared in LE2.4a, Managing Resources Unit. E	Money Management Institute. **Your Housing Decisions**, pp. 7, 20.

UNIT: Consumer Decisions and Family Unity

COMPETENCY: VI. The student will make consumer choices to satisfy basic family needs based on available information and sound decision-making procedures.

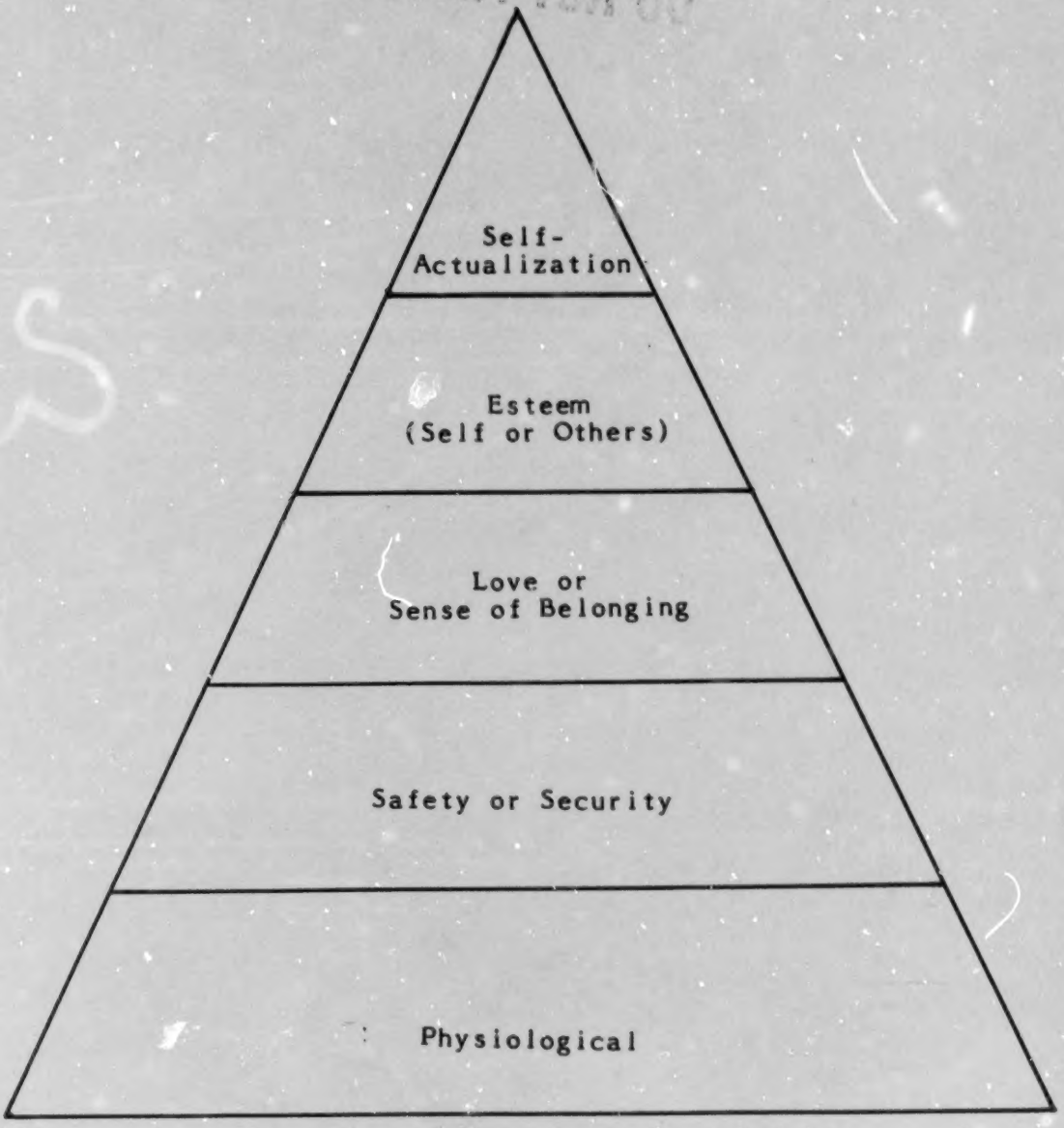
PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
4. Given an objective test on the clothing needs of the family, the student will respond correctly to 90 percent of the questions.	4.1 Define wardrobe and list the basic elements of the male and female wardrobe.	4.1a Read resources and list guidelines for planning a wardrobe. Discuss the value of wardrobe planning to meet the clothing needs of all family members.	Vanderhoff. **Clothes, Clues, and Careers**, pp. 102-107. Ryder. **Contemporary Living**, pp. 197-230.
		4.1b List guidelines for planning a wardrobe.	
	4.2 List the clothing needs of a newborn, a preschooler, and a school-aged child.	4.2a Examine features to look for when purchasing children's clothes.	Clemson Extension Service. **Buying Clothes for Children 6-12.** Ryder. **Contemporary Living**, pp. 265-267.
		4.2b Explain how clothing decisions are affected by basic needs.	Paolucci, Faiola and Thompson. **Personal Perspectives**, 2nd ed., pp. 192-202, 234-246.
		4.2c Discuss these influences on one's clothing decisions. 1. Culture and role 2. Modern times 3. Fashion 4. Personal attitudes	
		4.2d Plan a wardrobe for a hypothetical family(s).	
	4.3 Identify clothing care chores which must be planned for regularly.	4.3a Read selected references about the care of clothing.	Vanderhoff. **Clothing, Clues, and Careers**, pp. 194-195.

UNIT: Consumer Decisions and Family Unity

COMPETENCY: VI. The student will make consumer choices to satisfy basic family needs based on available information and sound decision-making procedures.

PERFORMANCE OBJECTIVE	PERFORMANCE GUIDE	LEARNING EXPERIENCES	INSTRUCTIONAL RESOURCES
		4.3b List the clothes you have. Write down how you care for each item.	
		4.3c Examine clothing labels and discuss how the garment should be cared for.	
	4.4 Identify consumer information available to enable individuals to make wise clothing choices.	4.4a Read resources to identify the various types of stores from which clothing may be purchased.	**Personal Perspectives**, pp. 238-242.
		4.4b Visit the various types of clothing stores and compare the services and prices of each.	Clothing stores in vicinity
		4.4c Survey classmates to discover common clothing purchase problems. Develop changeable "For This--Do This!" bulletin boards recommending solutions to outstanding consumer clothing problems.	
		4.4d As a class, compile a list of sources of information available to the consumer about fabrics and products on the market.	
		E	

MASLOW'S TRIANGLE



THE HIERARCHY OF HUMAN NEEDS

HUMAN NEEDS ILLUSTRATION

The teacher will demonstrate Maslow's hierarchy of needs by relating the following story to the class. Do not read the need indicated in parentheses. As the story is read, students identify the need demonstrated with each statement.

An architect from South Carolina, at the top of his profession, is flying along to Los Angeles to build the world's tallest earthquake proof building. (Self-Actualization)

Enroute to Los Angeles, in his private plane, his engine begins to sputter and he attempts to make cockpit adjustments. His adjustments fail, and he crashes into a remote area of the Rocky Mountains. (Safety)

His first concern is caring for his injuries (stop the bleeding). (Physiological)

He sets up a shelter in the cracked fuselage. Next, he builds a fire to protect himself from wild animals. (Safety or Security and Physiological)

He sets out in search of food and water and locates a stream and a berry bush. (Physiological)

He settles down for the night, begins thinking of his family and begins to cry. (Love or Sense of Belonging)

When he wakes in the morning, he goes in search of food and water again. (Physiological)

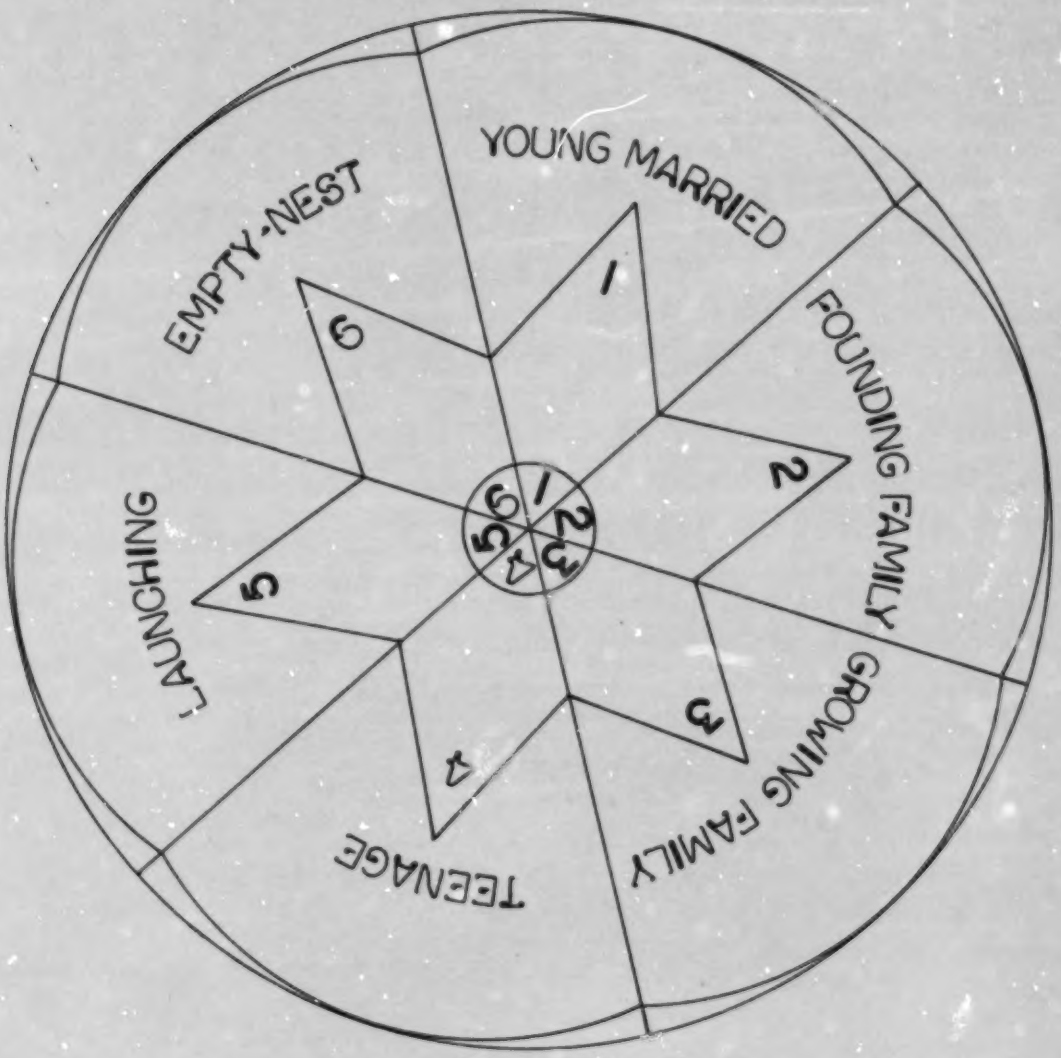
He makes several attempts to get rescued, such as trying to repair the radio, smoke signals, etc. (Meets needs in many levels of Triangle)

After his rescue, he spends a long time in the hospital recovering. (Physiological)

Lying in the hospital, he begins to feel bad because he is unable to work to support his family. (Esteem)

After his recovery, he resumes working on his initial project of building the world's tallest earthquake proof building. (Self-Actualization)

FAMILY LIFE STAGES



NUTRITION SCRAMBLEGRAM

_____1. (PSSTITUESROIN) are false beliefs often associated with food practices.

_____2. Food (SFDA) most often are based on misinformation.

_____3. (MASCONTNTINNA) are substances that get into food by accident as it is grown, processed, stored or packaged.

_____4. Your (HTLAHE) is influenced by your heridity, life style and the food you eat.

_____5. Food must be (GTSDEDEI) before the human body can use the food nutrients.

_____6. Understanding the science of (TTOURNIIN) can help you have good health.

_____7. When you eat (EORM) calories or energy units than your body can burn up, you gain weight.

_____8. An important step in weight control is selecting nutritious food and (GTCNUONI) calories.

_____9. The key to nutrition is to eat many combinations or a (TAVYEIR) of food daily.

_____10. (SERROCSEU) are those available items and skills you can use for planning meals and other activities.

_____11. Nutrients work together as (TSMAE) in the human body.

_____12. Each nutrient has (CSCIEPIF) functions of its own, and also influences the way other nutrients work in the body.

_____13. Essential amino acids must be supplied by (ODFO).

_____14. Food needs change and vary at different stages of the (FIEL YCELC).

Planning Nutritious Meals

Directions: You ate the following meals and snacks today. Answer the following questions about your meal choices.

Cereal with Milk
Doughnut
Coffee

Hotdog with Chili
French Fries
Chocolate Cake
Coke

Fried Chicken
Rice/Gravy
Biscuits
Iced Tea

Snacks:
Potato Chips
Candy
Coke
Ice Cream

1. How many servings from each food group did you eat?_____

_____

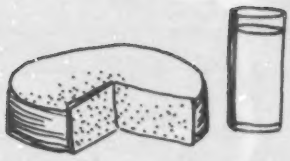
2. What was missing?_____

_____

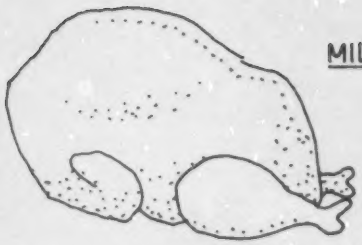
3. What changes could you make to have balanced meals?_____

_____

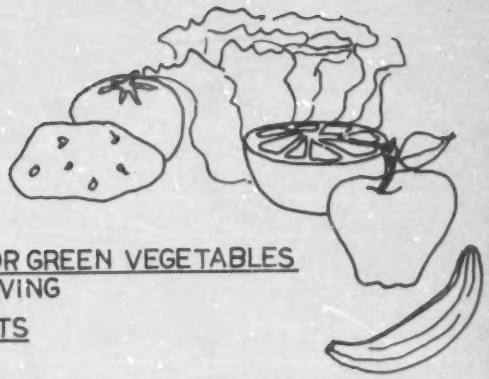
DAILY FOOD GUIDE



MILK AND MILK PRODUCTS
CHILDREN: 3 SERVINGS
TEENAGERS: 4 SERVINGS
ADULTS: 2 SERVINGS



MEATS
2 SERVINGS



YELLOW OR GREEN VEGETABLES
1 SERVING

CITRUS FRUITS
1 SERVING

OTHER FRUITS AND VEGETABLES
2 SERVINGS

BREADS AND CEREALS
4 SERVINGS

OILS, BUTTER, FORTIFIED MARGARINE
1 SERVING

Source: Kowtaluk. **Food for Today.**

BUYING FOOD

Locate the term that complets the sentence. Write the letter of the term in the blank to the left of the proper sentence. Use each term only once.

	Sentences	Terms
____	1. A _____ helps people avoid impulsive buying.	A. air B. bacteria C. bulgy D. convenience E. damage F. enzymes G. fat H. generic I. hamburger J. heat K. label L. light M. liquid N. nutrition O. open dating P. place of business Q. price per serving R. produce S. shelf T. shopping list U. storing V. tenderness W. unit pricing
____	2. Avoid buying ____ cans.	
____	3. ____ destroys riboflavin and vitamin C.	
____	4. When buying meat, buy according to _____ rather than price per pound.	
____	5. The price of milk usually depends on the amount of _____ milk.	
____	6. A ____ must show the common name of the product.	
____	7. Beef which is ground to make it tender is called _____.	
____	8. _____ life refers to the length of time a processed food can be kept and still have its original quality and flavor.	
____	9. The ____ of poultry is determined by its age.	
____	10. Food is spoiled by micro-organisms such as _____.	
____	11. _____ foods often cost more than the same food prepared at home and may not be as nutritious.	

____ 12. _____ labeling can help people find out which brands give the most nutrients for the money.

____ 13. Any _____ used to can, cook, or soak food bleaches out water-soluble nutrients.

____ 14. Perishable foods such as canned ham must include instructions for _____.

____ 15. _____ foods cost less because they come in plain packages and are not advertised.

____ 16. _____ causes food to lose vitamins A, C, D and E.

____ 17. Thiamin, folic acid and vitamin C are destroyed by _____.

____ 18. ____ does not always guarantee a product's freshness because the product may not have been handled properly during shipping and storing.

____ 19. ____ causes loss of nutrients and usually results when foods are handled carelessly.

____ 20. Fresh fruits and vegetables are often called _____.

____ 21. A label must show the name and ____ of the manufacturer, packer and distributor.

____ 22. _____ causes food to age or ripen.

Source: Kowtaluk. **Discovering Nutrition.**

KEY

1. T
2. C
3. L
4. Q
5. G
6. K
7. I
8. S
9. V
10. B
11. D
12. N
13. M
14. U
15. H
16. A
17. J
18. O
19. E
20. R
21. P
22. F

SHOPPING LIST

Categorize the foods listed below under six headings: Meat, Produce, Dairy, Frozen Food, Canned Goods and Breads and Cereals.

Soup (canned)	T V Dinner	Milk
Fresh apples	Hamburger meat	Eggplant
Chicken	Tuna	Pork ribs
Cheese	Cream of wheat	Frozen peas
Eggs	Dried beans	Onions
Cottage cheese	Coffee	Corn flakes
Lettuce	Evaporated milk	Grits
White potatoes	Fresh fish	Meal
Fresh milk	Crinkle cut potatoes	Carrots
Sliced bread	Butter	Cubed steaks
Tomato soup	Cucumbers	Grapes
Spaghetti sauce	Ice cream	Macaroni

EATING OUT

Evaluate each of these types of eating places in terms of the following family units:

1. Single
2. Couple with a one-year old and a two-year old
3. A family of seven
4. A family with a member on a low cholesterol diet
5. A family with a 14-year old son and an 80-year old grandmother

A. Family-type restaurant
B. Self-service restaurant
C. Take-out restaurant
D. Fast food/drive in restaurant
E. Counter-service restaurant
F. Cafeteria
G. Coffee Shop
H. Table-service restaurant
I. Atmosphere/speciality

GLOSSARY OF HOUSING TERMS

Insurance
Elevation
Plumbing
Commission
Security
Premise
Structure
Humidity
Ecology
Residential
Radiation
Site
Neighborhood
Polution
Cul-de-sac
Contemporary
Condominium
Insulation
Ceramic tile
Circuit breaker
Veneer
Rafters
Termite guard
Drain tile
Prefabricated house
Split level
Ranch
Mobile home
Topography
Synthetic
Mitered

FAMILY SITUATION

The family consists of a father, age_____; a mother, age _____; and _____ children, ages _____. They need a new home since the one they now occupy is _____ _____.

The father's employment is _____.

The mother's employment is _____.

Father's special interests are _____.

Mother's special interests are _____.

Children's special interests are _____ _____.

There are several details about their present home which they do not like. These include:_____ _____ _____ _____ _____ _____ _____.

Source: Sherwood. **Homes.**

ANNOTATED RESOURCES FOR FAMILY LIFE EDUCATION

BOOKS

Allen, Cliff. **Practical Family Life.** Greenfield, Mass.: Channing L. Bete Co., Inc., 1977.

Early in the Practical Family Life course, students plan and participate in a simulated wedding ceremony. From that point on, they must deal with a succession of real-life situations that demand joint problem-solving and rational decision-making such as finding a job, choosing a place to live, planning budgets, having children, coping as a family with personal crises, and so on. Students learn to function as competent, independent adults, facing complex problems that many couples fail to consider in depth prior to marriage.

American National Red Cross. **Mother and Baby Care, Instructor's Guide.**

Highlights of this guide include the health care system and its emphasis on the individual and family health; the family and its growth and development; preparation for parenthood; infant health; and physical, psychological and emotional development of children.

American National Red Cross. **Home Nursing Textbook.** 7th ed. New York: Doubleday and Co., Inc., 1963.

The text is designed as a guide to prepare families to care for those ill at home. Included in this book are the new concepts concerning the care of the sick and aged with explanations about the procedures and attitudes necessary to assist in the rehabilitation of such patients. Information on maintenance of health in the later years and survival and care of disaster victims also appears in this textbook.

Ames. **Child Care and Development.** Rev. ed. New York: J. B. Lippincott Co., 1979.

This is a comprehensive text which focuses on the developmental approach to child care. Such topics as individual differences, discipline, baby sitting, adoption and foster families, single parent families, working mothers, gifted children, learning disabilities, mental retardation, birth defects and careers are included in the book. Chapter overviews, vocabulary guides, and tables describing the development of behavior as children mature aid the student in understanding human development.

Andrew, Jan. **Divorce and the American Family.** New York: FranklinWatts, 1978.

History of divorce, children of divorce, divorce and the law, the alternative life-styles, etc. are some of the chapter headings. Bibliography and index included. (119p)

Berstein, Joanne. **Loss.** New York: Seabury Press, 1977.

This is an explanation of how to better cope and deal with death. Bibliography, advanced study, film about death, service organizations and sources for information, a life events scale and index are included.

Better Homes and Gardens. **Family Medical Guide.**

The **Family Medical Guide** describes how the body functions in health and disease, ways to stay healthy and prevent illness and when to seek medical attention. Many typical health questions are answered such as immunizations for travel, symptoms of heart disease and infectious disease of children. The thumb indexed first aid section provides instant access in emergencies and the encyclopedia on medical terms offers 185 pages of useful definitions.

Better Homes and Gardens. **Women's Health and Medical Guide.** Des Moines: Meredith Corporation, 1981.

This reference book provides information about many physical and psychological aspects of women. It includes such topics as female psychology, birth control, reproductive problems, pregnancy, menopause, aging, diseases and disorders. Extremely informative. Excellent illustrations.

Booker, D. **Coping.** New York: Julian Messner, 1979.

An explanation of the stages a family usually follows during divorce. (115p)

Brinkley, J., Chamberlain, V. and Champion, F. **Teen Guide to Homemaking,** 4th ed., New York: McGraw-Hill Book Company, Webster Division, 1977.

The text provides comprehensive learning in home economics. The units are prepared so that each could be studied individually or in sequence with others. The text provides an excellent opportunity for individual study by listing in blue print in the margins extra activities and bulletin board suggestions for students. Objectives are listed at the beginning of each chapter making pre and post testing an easier alternative. Pre and post tests are also printed within each chapter.

Cowan, Beverly. **A Family Is...** Peoria, Illinois: Charles A. Bennett Company, Inc.

This book is designed to help students learn more about the different stages of life and physical,

emotional, intellectual and social development. Tips for planning and preparing lessons are included in each chapter with methodology and activities for student involvement.

Craig, Hazel. **Thresholds to Adult Living.** Peoria, Illinois: Charles A. Bennett Company, Inc., 1979.
Discusses life roles in family, society, marriage and parenthood. Also deals with understanding children, hospitality, citizenship, home management, money, security, consumerism and careers.

Dieehe, Tsumura, Henke and Bonekemper. **Health and Safety For You.** 5th ed. New York: Webster Division, McGraw-Hill Book Company, 1980.
This is a modern comprehensive textbook presenting a flexible application of a total health program. It focuses on preventive health, drugs and safety measures, as well as careers in health. This book may be used for a nine week period, one semester, or for a full school year. Each unit is independent and can stand alone. While the units are intended to be used in sequence, they can effectively be used out of sequence to match various curricula. The text is written to capture the interests of students at various levels of reading ability and photos, illustrations and anatomical drawings are explained by caption using vocabulary words at or below the sixth grade level. A teacher's manual which includes in-bound activities, notes, chapter summaries and tests may be removed and duplicated for class.

Foster, Hogan, Herring and Gieseking-Williams. **Creative Living.** Butterick Publishing, 1979.
Basic concepts of home economics are presented in short, interesting lessons, all of which concentrate on decision-making, management and self-expression. Topics are organized into broad units on personal and family relationships, consumer and home management, food and nutrition, and clothing and textiles. Well-illustrated and easy-to-read, the text is appropriate for both male and female students.

Fox, Robert and Chesler, Mark. **Role-Playing Methods in the Classroom.** Chicago: Science Research Associates, Inc., 1966.

Gelinas, Paul. **Coping With Your Emotions.** New York: Richards Rosen Press, Inc., 1979.
This book deals with teenage stress and understanding one's emotions. (120p)

Gordon and Wollin. **Parenting: A Guide For Young People.** New York: Oxford Book Co., 1975.

This education for parenthood text speaks to young adults as future parents. The emphasis throughout the book is on the responsibility two people have to themselves, then to each other, and then to their children. Beginning with a realistic approach to choosing the right marriage partner, **Parenting** then thoroughly examines the biological aspects of human reproduction before, during and after pregnancy. After the young adult has an accurate picture of pregnancy, the facts of delivery are briefly explained in a sequential manner. The second half of the text concentrates on the responsibilities of parenthood that begin when the infant is brought home. A teacher's guide will be furnished with copies of this supplementary health booklet. The Birth Series posters are available for purchase from the publisher. Test of Readability -- 8.0.

Goodman, Elaine and Walter. **The Family Yesterday, Today, Tomorrow.** New York: Farrar, Straus and Giroux, 1979.

This is a short book (106p) on the development and history of the family. Selected bibliography and index included.

Guttmacher. **Pregnancy, Birth, and Family Planning.** New York: Webster Division McGraw-Hill Book Co., 1978.

Harrison, Phyllis, M.D. **Getting It Together.** New York: Learning Trends, a division of Globe Book Company, Inc.

A psychology book for today's problems.

Hunt, Bernice. **Marriage.** New York: Holt, Rinehart and Winston, 1976.

This book is a quick summary of the rituals, ceremonies and explanation of marriage in the United States and world over.

Hurlock. **Child Growth and Development.** 5th ed. New York: Webster Division, McGraw-Hill Book Company, 1978.

This text focuses on recognition of the needs of the normal, as well as the exceptional, child from birth to school age and preparation for meeting those needs. It also strives to meet the roles of all family members in caring for the child and in stimulating intellectual and emotional development. Attention is given to the child's physical needs, how to buy food and clothing, and how to obtain reliable outside care.

Jelley and Herman. **The American Consumer, Issues and Decisions.** New York: Gregg Division, McGraw-Hill Book Company, 1973.

This text focuses on issues and problems of concern to students now and in the future. Emphasis is placed on

student analysis and evaluation of changes in the marketplace, in products and in business practices; new laws and changes in government organization; and new concerns such as energy conservation, inflation and consumer protection.

Kelly and Landers. **Today's Teen.** Charles A. Bennett Co. Inc., 1977.

This comprehensive text emphasizes student interaction with friends, family and the environment. Emphasis is on the development of self-understanding and understanding others. A problem-solving approach is utilized to deal with topics affecting daily living. Careers related to a number of home economics subject matter areas are discussed.

Kubler-Ross, Elizabeth. **Living With Death and Dying.** New York: Macmillan, 1981.

This book deals with many sensitive questions regarding how to cope with death, your own or the death of a loved one. A section at the end of the book discusses parenting and helping the parents of a dying child. This is an excellent resource for a classroom unit on death.

Landis. **Your Marriage and Family Living.** 4th ed. New York: McGraw-Hill Book Company, 1977.

This text has a conservative approach to family living, but traditional guidelines are uniquely treated in the effort to create better marriages and positive socialization. It provides an approach to personal values, relationships, mate choice, parenting, economic pressures, strengthening family ties and changing life styles. Special supplement activities are included throughout the text.

Lee, Essie. **Marriage and Families.** New York: Julian Messner, 1978.

This short book (215p) includes chapters concerning dating, working mothers, becoming a father, divorce, etc.

Lewis. **Housing Decisions.** South Holland, Illinois: Goodheart-Wilcox Company, Inc., 1979.

This book stresses the decision-making process as one analyzes housing alternatives. Categories of decisions include the type of dwelling, how to obtain it, how to organize space, and how to select furnishings and equipment. Trends in housing and careers related to housing are included. An appendix summarizes housing legislation and energy saving tips.

Linder and Selzer. **You The Consumer.** New York: W. H. Sadlier, Inc., 1977.

McDermott and Nicholas. **Homemaking For Teenagers**, Book II, 4th ed. Charles A. Bennett Company, Inc., 1976.

This is an advanced text for more in-depth activities related to homemaking. Emphasis is given to individual roles in life goals, talents and personalities. There are sections on child development, money management and clothing. Fabrics, clothing construction, selection of housing, furnishings, foods, nutrition and consumer information are additional topics.

McGinley. **People, Caring, Deciding, Growing.** Lexington, Mass.: Ginn and Company, 1980.

This text emphasizes the interdependence of people in meeting basic needs, developing and maintaining positive relationships, and coping with personal, social, economic and environmental responsibilities. All areas of home economics are presented in a unique way. Decision making and management for males and females are common threads throughout the text.

Mordock. **The Other Children - An Introduction to Exceptionality.** New York: Harper and Row, 1975.

This book discusses many types of handicaps and disabilities. It is written in a style which the lay reader can readily understand. Includes such topics as cerebral palsy, aphasia, mental retardation, schizophrenia, autism, speech, hearing and vision handicaps, disease, learning disabilities and giftedness. A chapter at the end of the book provides information regarding professions related to servicing of the handicapped.

Oppenheim. **Consumer Skills.** Peoria, Illinois: Charles A. Bennett Company, Inc., 1977.

This book is especially geared to the young consumer. It is an easy to read text designed to sharpen shopping skills. The text focuses primiarily on wise use of resources and how to get the most for your time, energy and dollars spent.

Paolucci, Faiola and Thompson. **Personal Perspectives.** 2nd ed. New York: Webster Division, McGraw-Hill Book Company, 1978.

Decision making and its application to home economics skills is the primary focus of this book. Unit I deals with the process of decision making. Units II through V offer opportunities for applying decision-making skills in the areas of foods, clothing, housing and home furnishings, and modern living. Consumer education, career education, human ecology and use of community resources are major themes woven throughout all units.

Rabb, Dr. Robert A. **Coping With Death.** New York: Richards Rosen Press, Inc., 1978.

Deals with suicide, growing old, death, etc. Thought questions given at end of each chapter (127p).

Riker, Audrey and Brisbane, Holly. **Married Life.** Peoria, Illinois: Charles A. Bennett Company, Inc., 1970.

This 543-page book encompasses the preparation for marriage, laws and customs of getting married, and the practicality of married life including home management, money and health.

Riker and Riker. **Finding My Way.** Peoria, Illinois: Charles A. Bennett Company, Inc., 1979.

Simply and honestly explains the important subject of human sexuality. A comprehensive text with the major emphasis on preventive education. Detailed illustrations; softbound.

Riker and Riker. **Me, Understanding Myself and Others.** Peoria, Illinois: Charles A. Bennett Company, Inc., 1977.

Each section of this text approaches the study of adolescence from the teenager's point of view. The book can be used for short courses, units or along with independent learning modules. The author stresses realism, honesty, morality and responsibility. Development of a better self-image, character and good citizenship is the goal of this book.

Ryder. **Contemporary Living.** South Holland, Illinois: The Goodheart-Wilcox Company, Inc., 1979.

This text explores all aspects of life; personality development, communication, relationships with family and friends, mate selection, marriage, divorce, money management, family planning, parenthood, handling crises, aging and death. Practical information lends itself to application in real-life situations. The content helps to develop the individual's understanding of him/herself, as a family member and as a part of society.

Sasse. **Person To Person.** Peoria, Illinois: Charles A. Bennett Company, Inc., 1978.

This text is designed to be used with the average student following a general home economics course. Topics dealt with and developed include relationships, self-discovery, decision-making, relations to others, family relationships, changing life styles, communication, and careers. It is both male and female oriented and presents non-sterotyped views of roles and role expectations.

Schowalter and Anyan. **The Family Handbook of Adolescence.** New York: Afred A. Knopf, Inc., 1979.

Segal. **A Child's Journey.** New York: McGraw-Hill Book Company, 1978.

Shaftel, Fannie R. and Shaftel, George. **Role Playing For Social Values: Decision-Making in the Social Studies.** Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1967.

Simon, Hove and Kirschenbaum. **Values Clarification.** Rev. ed. New York: A & W Publishers, Inc., 1978.
This book presents numerous practical strategies which put students and teachers directly into the evaluating process. The activities are closely related to the personal lives of students and are also simple, practical and stimulating.

Smart and Smart. **Families Developing Relationships.** New York: MacMillian Publishing Company, Inc., 1976.
This book deals with all aspects of family relationships with emphasis on problems in love relationships and the importance of communication, as well as several chapters dealing with all aspects of sexual relationships. This text also focuses on choosing a marriage partner, parenthood, divorce, health problems, and family crises. The entire text is organized into fifteen chapters including a section containing suggested audio-visual material.

Terry, Sorentino and Flatter. **Student Workbook for Children: Their Growth and Development.** New York: Gregg Division, McGraw-Hill Book Company, 1979.
This workbook is designed to help the student become a better caregiver of children. The text is composed of discussion exercises and case studies involving various stages in the growth and development of children.

Thal and Holcombe. **Your Family and Its Money.** Rev. ed. Boston, Mass.: Houghton Mifflin Company, 1973.

U. S. Department of Energy. **Energy Conservation in the Home: An Energy Education Conservation Curriculum Guide for Home Economics Teachers,** 1977. Available from U.S. Department of Education, Technical Information Center, P.O. Box 62, Oak Ridge, Tennessee 37830.

Vanderhoff. **Clothes, Clues, and Careers.** Lexington, Mass.: Ginn and Company, 1977.
This is a complete text to use as introduction to the world of textiles and clothing. There are ten units organized into short, self-contained lessons which include the special vocabulary associated with the field, history of costume, social and psychological aspects of clothing,

characteristics and care of fibers and finishes and labeling Safety illustrations and learning aids are appropriate for both boys and girls.

Victor and Sander. **The Family: The Evolution of Our Oldest Human Institution.** Indianapolis: Bobbs-Merrill Company, Inc., 1978.

This book gives the history and the development of the family in America and other cultures. Includes bibliography and index. (143 p)

Westlake. **Relationships, A Study in Human Behavior.** Rev. ed. Lexington, Mass.: Ginn and Company, 1980.

This book has been designed to help students understand their behavior and the behavior of others. Concepts are organized into the following main units; Understanding Others, Understanding Marriage, and Understanding Parenthood. Students are presented with facts on both sides of each issue. The book is multidisciplinary in nature, drawing from many fields of study.

White. **Food and Your Future.** Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1979.

The emphasis of this text involves the application of knowledge of nutrition to improve personal food consumption habits. It gives attention to changing life styles, social conditions, and personal roles that have altered traditional views of food and nutrition. The comprehensive treatment of nutrition, food groups, and meal management makes this text appropriate for advanced food courses. The special attention given to weight control, food needs of pregnant women, children and the aging, and the relationships between eating habits and good health and appearance results in a text which is complete, useful and relevant to the needs of today's student.

Yura and Zukerman. **Raising the Exceptional Child.** New York: Hawthorne Books, 1979.

PAMPHLETS, BULLETINS AND KITS

Allen, Cliff. **Practical Family Life.** Greenfield, Mass.: Channing L. Bete Co., Inc., 1977. (See Annotation Level II.)

Blue Cross-Blue Shield of South Carolina, **Suicide: the Will to Die.** The purpose of this publication is to show that suicide is a serious community health problem. Topics include the changing trends in suicide, causes of suicide and ways to prevent suicide.

Changing Times. **Money Management: A Resource Kit for Teaching Consumer Education**
(Available through the Clemson Extension Service).
The kit contains five units; Earning, Spending, Budgeting, Borrowing and Saving. Each unit includes excellent learning activities. Resource lists are included with each unit.

Clemson Extension Service, Clemson University, Clemson, South Carolina 29631.

Pamphlet: **Buying Clothes For Children Ages 6-12.**
Provides information about sizing, fit, workmanship and wardrobe planning involved in selecting clothing for the child in the middle years. Also discusses care of childrens' clothing.

Booklet: **Buying A Used Car.**
This booklet provides information about various aspects of purchasing a used car. It begins by discussing transportation needs and how much the individual can afford and it continues in a step-by-step approach to the purchase transaction. The format of the booklet is such that transparencies could easily be made from the illustrations.

Pamphlet: **Guide To Selecting Upholstered Furniture.**
Gives student practical advice regarding the selection of furniture, including factors such as comfort, quality of outer covering, wood quality, quality of base and springs, and quality of cushioning and filling. Discusses the Seal of Integrity of the National Association of Furniture Manufacturers.

Pamphlet: **Engineering and Technology Guide, Controlling Interal Moisture Problems in the Home.** September 1975.

Future Homemakers of America. **Healthy Babies, Chance or Choice.**

Internal Revenue Service. Teaching Taxes Program Publication No. 17.

Your Federal Income Tax is designed to help in the preparation of the Federal income tax return. Chapters discuss particular aspects of the tax return and provide examples to illustrate typical tax situations. Items given special treatment are salaries and wages, interest and dividends, rental income, and capital transactions such as sales of investments property, the standard deduction and itemized deductions, and adjustments to income including moving expenses and employee business expenses. Filled-in forms and accompanying schedules are included.

J. C. Penney, Inc., Educational Relations Department, 1301 Avenue of the Americas, New York, New York 10019.

Kit: **An Introduction to Value Clarification.**

The kit includes seven classroom activities designed to help students identify and recognize their own values. It contains posters, transparencies and photocopy masters. The kit is accompanied by the "Value Clarification Issue" of Forum Magazine. It provides many exercises designed for group/classroom use. (Available from J. C. Penney stores or from the Clemson Extension Service).

Kit: **Parenting: Fathers, Mothers and Others.**

Provides a variety of exercises appropriate for the classroom aimed at helping the learner assess his/her readiness for parenthood. Includes activities which point out the responsibilities involved in being a successful parent.

Kit: **Forum: People, Programs, and Priorities,** Fall/Winter, 1976.

Johnson and Johnson, Consumer and Professional Services, 220 Centennial Avenue, Piscataway, New Jersey 08854.

Pamphlet: **Baby Care Basics.**

This pamphlet covers the following topics; baby's eating and sleeping habits, keeping baby clean, when baby is ill, and a safer world for babies and toddlers. This is a handy reference guide with a list of well-known books on baby care at the end of the booklet.

Pamphlet: **When Baby Is Ill.**

This pamphlet covers common illnesses of infants as well as information for home treatment. It is a practical guide for new parents.

Maclean Hunter Learning Resources, P. O. Box 4381, Grand Central Station, New York, New York 10017.

Home Economics Activity Books (set of 4 books; price $20)

Home Economics Puzzle Books (set of 4 books; price $20)
Crossword Puzzle Book (price $9.95)
Teacher's Guide for Making Games and Puzzles (price $6)
Butterick's Bulletin Board Book (price $29.95; 30-day examination period)

March of Dimes, National Foundation, 1275 Mamaroneck Avenue, White Plains, New York 10605.

Kit: **Pre-parenthood Education Program.**
The kit includes materials designed to teach proper nutrition and health care during and before pregnancy. It contains two teachers' guides and a variety of colorful, stimulating classroom resources; comic books dealing with junk foods, a 5-foot long developmental chart which shows clearly the development of a baby in the uterus, information cards, posters and fact books. The materials are designed to be of interest to teens and to be used with teens. (Available from the March of Dimes National Headquarters or from your local March of Dimes representative).

Pamphlet: **Be Good to Your Baby Before It Is Born.**
Sixteen page pamphlet presents information on many aspects of pregnancy, including early symptoms, health care for mother, weight gain, common problems, warning signals, labor and the newborn. Easy to read and use.

Pamphlet: **Recipe for Healthy Babies.**
Colorful pamphlet displays the four food groups and provides information about daily dietary needs for pregnant women and breast-feeding women.

Money Management Institute, 2700 Sanders Road, Prospect Heights, Illinois 60070.

Booklet: **Reaching Your Financial Goals.**
This booklet includes information and suggestions for sound budget planning. It includes suggested forms for budgeting for fixed and flexible expenses, and suggests a savings plan.

Booklet: **Your Housing Dollar.**
This booklet discusses housing needs, buying power, points to look for when selecting housing, types of home financing plans, insurance, and planning a move. It is easy to understand and should provide an excellent resource in a discussion of housing decisions.

Booklet: **Managing Your Credit.**
This booklet provides information about many aspects of credit such as types of credit, types of credit agreements, who should and should not use credit, credit vs. spending, and credit danger signals.

National Multiple Sclerosis Society, 205 East 42nd Street, N.Y. 10017.

What Everyone Should Know About Multiple Sclerosis. This pamphlet is an illustrated booklet explaining the effects, causes and symptoms of multiple sclerosis. Also included are the methods of diagnosis, treatments and sources of help available to victims and their families.

New Reader's Press, Box 131, Syracuse, NY 13210.

Pamphlet: **Planning Your Family.**

Black and white pamphlet explains the reproductive process and describes major methods of birth control. Also answers common questions regarding best choice of method, infertility and abortion.

Peter Li, Inc., 2451 East River Road, Suite 200, Dayton, Ohio 45439.

My Friends and I. This book presents problems involving dignity and justice (for ages 13-15).

South Carolina Department of Education, Office of Vocational Education, Program Planning and Development Section, Home Economics Education, Columbia, South Carolina 29201.

Curriculum Guide: **Education for Parenthood.**

This curriculum guide is geared to the development of the necessary skills to perform the required tasks for effective parenting.

Curriculum Guide: **Self-Concept.**

This resource unit was prepared as a supplement to the family life education curriculum guide and contains learning experiences for increasing self-concept. "Ice Breakers" and "Attention Getters" are also included.

Superintendent of Documents, U. S. Government Printing Office, Washington, DC 20402.

Pamphlet: **Family Planning Methods of Contraception** (S/N 017-031-00016-3).

Fold-out chart provides information about nine common forms of birth control. Explains each method and .pa gives information regarding reliability, side effects, advantages, disadvantages and instructions for use. (This replaces the OEO pamphlets on family planning shown in the bibliography. They are no longer available.)

Pamphlet: **Infant Care** (S/N 1791-00178).

Provides information about basic baby care. It is an excellent resource for parents or for anyone responsible for the care of an infant. Includes chapters on feeding, clothing, bathing, personality and physical development, sickness, emergencies, etc.

Pamphlet: **Prenatal Care** (S/N 017-091-00187-1).
Offers answers to many questions regarding pregnancy. Includes information on diet, fetal development, emotions, hygiene, complaints, labor and delivery. Also includes a chapter on the care of a newborn.

Pamphlet: **Your Child From 1-6** (S/N 1791-00069).
Describes the growth of children between the ages of one and six. Emphasis is placed on the emotional needs of the child and his/her relationship to other members of the family.

Pamphlet: **Guide to Budgeting For the Young Couple** (S/N 001-000-03880-0).
Designed to help young couples on limited budgets make the best use of their financial resources.

Pamphlet: **The Hassles of Becoming a Teenage Parent** (S/N 017-031-00008-2).
This pamphlet is aimed at the sexually active teenager. It provides information about the various methods of birth control and discusses the purposes of family planning. It also discusses the symptoms of syphilis and gonorrhea and tells how these diseases can be treated.

Pamphlet: **The Choice Is Yours** (DHEW publication No. 79-5615).
This pamphlet provides an interesting game concerning birth control. It consists of eight rounds, and would be an interesting way to review material at the end of a unit.

U. S. Department of Health, Education and Welfare, Publication No. 79-863.
The Leukemic Child. This publication provides an account of one person's encounter with illness and tragedy. A description of the symptoms of leukemia is given as well as, the care necessary for the victim. Part of the text also deals with the coping skills needed to handle the death of a leukemic child.

V-TECS materials may be requested through district offices or:
Vocational Curriculum Development Section
South Carolina Department of Education
1429 Senate Street, Rutledge Building
Columbia, South Carolina 29201

FILMS, FILMSTRIPS AND TAPES

Argues Communication, Niles, Illinois 60648.
Filmstrip: "The ILAC Story."
This filmstrip presents the transactional theories in allegory form. The theme of this filmstrip is "I am lovable and capable." A discussion guide and ideas for class activities are included.

Butterick, 161 Sixth Avenue, New York City, New York 10013.
"Adolescence, Love and Dating," six filmstrips with cassettes, duplicating masters and teacher's guide.
"Lifestyles: Options for Living," four filmstrips with cassettes, teacher's guide, duplicating masters.

Butterick Publishing, 708 Third Avenue, New York, New York 10017.
"What's Your Message?," communicating through actions and appearance. Four filmstrips with tapes and a set of duplicating masters. Excellent for junior high (grades 6-9). Also a good source for teaching etiquette and manners to any age level.

Changing Times Education Services, Washington, D.C.
Filmstrips: "Let's Go Shopping."
These filmstrips cover the following topics; comparison shopping, hunting bargains, supermarket maze, evaluating services and settling grievances. The message of these filmstrips is to meet personal and family needs on limited funds. A teaching guide is included which covers concepts, generalizations and discussion topics and offers suggested activities.

Department of Health and Environmental Control, 2600 Bull Street, Columbia, South Carolina 29201.
Film: "Healthy Mother, Healthy Baby" (color, 20 minutes). Discusses health care during pregnancy and the importance of good care to the developing baby. It covers proper diet and nutrition, tobacco and alcohol use, exercise, rest, etc. It gives special attention to the daily nutritional requirements of pregnant teenagers.
Film: "Hope Is Not A Method" (color, 20 minutes).
This film describes the methods of birth control including the rhythm method, birth control pill, diaphragm, IUD, foam, the condom, and male and female sterilization. Each method is explained and illustrated through animation and sketches. The film ends with a review of the methods and stresses the importance of responsibility in sexual relationships.

Film: "Love Carefully" (color, 17 minutes).
Presents the same information as "Hope Is Not A Method," but in a manner much slower and easier to understand. It is designed for less educated audiences than "Hope Is Not A Method."

Film: "The Choice Is Yours" (color, 27 minutes).
This film presents birth control information in a fun and challenging format. Several teenagers are on a game show panel to answer questions concerning birth control. Experts in the field provide further information concerning methods and their advantages and disadvantages.

Department of Mental Health, Film Library, Box 485, Columbia, SC 29202.

Film: "Cipher in the Snow."
A dramatic presentation about a boy who was overlooked by his parents, schoolmates and teachers until he died one morning on the way to school. It emphasizes the importance of concern for every child, no matter how shy or quiet. Provides an excellent example of emotional abuse and neglect.

Film: "Don't Give Up On Me."
Portrays the situation of a mother of two children who has been accused of abusing her little girl, aged 10 months. It shows the role of the social worker assigned to the case and illustrates the feelings of the woman as she progresses through treatment.

Guidance Associates, Harcourt, Brace and World, Pleasantville, New York 10570.

Filmstrip: "Making Ends Meet."
Spending habits are observed in this filmstrip as well as methods of guiding spending sensibly so money may obtain substantial, long range satisfactions. A discussion guide is included.

Guidance Associates. Pleasantville, New York 10570.
Filmstrip and Record: The Job Attitude Series, "Choosing Your Career." A realistic help for students in deciding how to choose a career by self examination, resource material, resource people and experience.

Guidance Associates, Box 3000, Mt. Kisco, New York 10549.

Filmstrips/Cassettes: "Decision-Making Skills." (available for loan through Clemson Extension Service).
This three-part series provides invaluable information to the viewer about the steps involved in informed decision making. Provides practical suggestions to help the viewer in his or her everyday life decision making.

Filmstrips/Cassettes: "Family Planning Today," Parts I and II. Introduces viewer to major issues of family planning. Includes discussion of methods of birth control.

Human Relations Media, 175 Tomkins Avenue, Pleasantville, New York 10570.
Filmstrip/Cassette: "Life Goals: Setting Personal Priorities" (Available for purchase).
Three-part program examines the process of setting goals. Topics include values, establishing objectives and risks and strategies. Provides practical suggestions for the learner on making decisions about goals.

J. C. Penney Company, Inc. Educational Relations, 1301 Avenue of the Americas, New York, New York 10019.
"Awareness: Insight Into People," two games, one filmstrip with record, six case studies, three activity sheets. Price: $12.00. Designed to improve understanding of ourselves and others.
"An Introduction to Value Clarification," price: $11.50. An explanation of value clarification with additional teaching materials.

Maclean Hunter Learning Resources, P. O. Box 4381, Grand Central Station, New York, New York 10017.
"Relationships," four filmstrips with cassettes, twelve spirit masters, four transparencies, teacher's guide and softcover text, **Interpersonal Skills for Creative Living**, price $99 (30-day examination period). Topics covered: Understanding Yourself, Friendship, Understanding Your Family and The People in Your Future.
"What's Your Image?" one filmstrip, one cassette and a student guide with reproducible activity sheets.
"Looking Good," one filmstrip, one cassette and a student guide with reproducible activity sheets.
"The Message of Manners," one filmstrip, one cassette and student guide with reproducible activity sheet. Price: $29 each (30-day examination period).

McGraw-Hill Films, 1221 Avenue of the Americas, New York, New York 10020.
"Home Economics Careers," six filmstrips with cassettes entitled Careers in: Child Care, Clothing and Textiles, Consumer Education, Dietetics and Food Service, Housing and Home Environment and Food and Nutrition.

March of Dimes, National Foundation, 1275 Mamaroneck Avenue, White Plains, NY 10605.
Three tapes and a Leader's Guide: "Dr. Lee Salk: Being A Parent Series."
The series offers practical advice and insight into

the difficulties involved in young parenting. Dr. Lee Salk, renowned professor of Pediatrics and Psychiatry, discusses six areas of pregnancy and childbirth experiences geared to the problems of teenagers and young adults. Titles include:

"What You Should Know About Pregnancy"
"What Happens Before Your Baby Is Born"
"Childbirth"
"Fathers"
"What You Should Know About A Newborn"
"Parenthood Will Change Your Life"

Film: "The Unfinished Child" (color, 30 minutes).
The film deals with the impact of maternal, fetal, and infant malnutrition on mental and physical development. The film links the poverty cycle and nutrition of the poor with the circumstances which keep the cycle going.

Filmstrip: "Inside My Mom" (7 minutes and 45 seconds).
This cartoon filmstrip provides food for thought for parents to be to learn about the role good eating habits play in baby's growth and development.

Film: "Woman-Child" looks seriously at the problems and consequences of teenage pregnancy through the eyes of six teenagers as they discuss their own pregnancies. The film examines the feelings which caused the young women to begin having sexual intercourse; poor self-image, emotional confusion, curiosity, and peer pressure. The film centers on one of the girls and tells her story of frustration, helplessness and regrets. It also includes the teenage father's involvement and responsibilities.

Filmstrip: "Tomorrow Happens Today."
Presents information about the effects of prenatal care on the unborn child. It covers the effects of VD, teen pregnancy, nutrition during pregnancy, toxoplasmosis, rubella, pollution and genetic diseases on the developing fetus.

Multi-Media Productions, Inc., P. O. Box 5097, Stanford, California 94305.
"Divorce in the United States." These four filmstrips offer different perspectives on marriage and divorce. Part One includes information on the methods by which marriages end. Parts Two and Three gives factors related to successful marriages and examine conflicting state laws. The conclusion focuses upon the effects of divorces upon society.

National Foundation March of Dimes, 1275 Mamaroneck Avenue, White Plains, New York 10602.
"From Generation to Generation." This filmstrip explains the newest methods of genetic counseling in terms that can

be easily understood by high school students. It illustrates how counseling can help future parents make decisions relating to parenthood.

Pampers, Professional Services Division of Proctor and Gamble, Box 171, Cincinnati, Ohio 45201.
Film: "The First Two Weeks of Life" (free loan).
This film provides a close look at the newborn infant. It includes information regarding the characteristics, needs and care of the newborn.
Film: "The Parenting Experience" (free loan).
This film presents information regarding decisions important in preparation for parenthood as well as information about early nurturing.

S. C. Department of Health and Environmental Control, Film Library, J. Marion Sims Building, Room 166, Columbia, South Carolina 29201.
"Emergence of Personality, Family Life Education." This film appears to have been designed to introduce to teachers and other adults the idea of teaching family life.
"Sexuality and the Teenager." This is a three-part series. The film is an interview with a teenage girl and boy and two male physicians. The entire three-part series is filmed viewing the interview. The film itself is a good source for covering the material but students may tend to lose interest in the way it is presented.
"But Jack Was A Good Driver." This film explores the subject of suicide through the conversation of two boys attending the funeral for a classmate. Their conversation reveals the belief that both boys feel their friend may have committed suicide by driving his car off the road at high speed. As they explore their feelings, the viewer is made aware of the signs of a potential suicide victim. A discussion period follows the film.

S. C. Department of Mental Health Film Library, P. O. Box 485, Columbia, South Carolina 29202.
"Anatomy of a Teenage Engagement," 24 minutes, color, 1969. The following are exposed: doubts caused by immaturity and lack of self-awareness, advice from friends and relatives, questions about sex roles and intimacy, difficulties with parents and in-laws, and learning to communicate honestly.
"Early Marriage," 25 minutes, BW, 1960. This film brings out ideas about marriage at any age that suggest controversy and stimulate discussion.
"Engagement: Romance or Reality," 15 minutes, color, 1965.
Emphasis is on getting to know the person to whom you are engaged. Time will allow important details to come up

that will allow a couple to get to know each other during the engagement period. Movie stresses that it takes time to discover the reality in the midst of romance.

"Handling Marital Conflicts," 14 minutes, color, 1965. Two couples are portrayed handling marital conflicts. Good and poor handling of conflicts are depicted. Five points are made concerning handling conflicts.

"Marriage," 17 minutes, color, 1971. Cartoon sketches demonstrate ideas and concepts concerning marriage; historical development, stages of marriage, and many other topics for discussion about marriage.

"Summer of Decision," 28 minutes, BW, 1959. Career decisions, experiences and fulfillment are the topics covered by this film. Social work as a career is depicted.

Tupperware Educational Services, Tupperware Home Parties, P.O. Box 2353, Orlando, Florida 32802.

"Time of Your Life." This educational kit contains four filmstrips including Deciding Goals, Resources, Plan-Act, and Evaluate and Follow Through. Spirit masters and student activities are also included.

United Learning, 6633 West Howard Street, Niles, Illinois 60648.

"Families: Forms and Styles." This is a filmstrip series for home economics enrichment for junior and senior high schools. Documentary-like portrayals of contemporary families are geared to help students build family-living skills. The five filmstrips focus on A New Family, Parenting, Single Parent Families, A Blended Family and A Serious Injury. Set includes teacher's guide with lesson plans, scripts, activities and resource listings.

"Just For Teens: Getting To Know Yourself," four filmstrips with tapes. This series focuses on talents of young people to portray the lessons taught. Situations are given to enhance student thinking in relation to becoming more aware of "self."

Winston House, 25 Groveland Terrace, Minneapolis, Minnesota 55403.

"Values in Action," Fannie and George Shaftel, ten filmstrips and three records. This series focuses on case studies and gives situations wherein the viewer completes the ending. It gives the viewer a chance to examine his/her own feelings in different situations.

PERIODICALS AND NEWSPAPERS

McCall's. New York, New York 1980.
Bell, Joseph. "What Happened To My Baby?" pp. 12, 15, 16, 22.

The State newspaper costs only 7 1/2 cents per copy and is delivered to your school for classroom use. Contact:
Columbia Newspapers, Inc.
Newspaper in Education Department
Post Office Box 1333
Columbia, South Carolina 29202

Readers Digest. Pleasantville, New York 10370. March, 1980.
Montague, Louise. "Divorce By Mistake," pp. 187-192. An expert on divorce gives ways to refrain from falling into six common pitfalls that often lead to divorce and later sorrow.

Tips and Topics. College of Home Economics, P. O. Box 4170, Texas Tech University, Lubbock, Texas 79409. This is a monthly publication that provides the latest research and findings in the different areas of home economics with instructional ideas included.

U. S. News and World Report. Washington, D.C. June 16, 1980.
"The American Family: Beat, But Not Broken," pp. 48-61.

AGENCIES

Each Health District in South Carolina is equipped to provide teachers and school administrators with trained consultants to aid them in developing Family Living programs for their schools. In addition there is at least one Family Planning Clinic in each county in the state where teenagers may go for individual counseling and contraceptives.

If you would like more information on these services please contact the person listed for each county.

Appalachia I District (Anderson, Oconee)	Program Nurse, Specialist Anderson Co. Health Dept. Phone: 226-7638
Appalachia II District (Greenville, Pickens)	Program Nurse, Specialist Greenville Co. Health Dept. Phone: 242-6160
Appalachia III District (Cherokee, Spartanburg, Union)	Program Nurse, Specialist Spartanburg Co. Health Dept. Phone: 585-7701
Catawba District (Chester, Lancaster, York)	Program Nurse, Specialist Lancaster Co. Health Dept. Phone: 285-5424
Low Country District (Beaufort, Colleton, Hampton, Jasper)	Program Nurse, Specialist Beaufort Co. Health Dept. Phone: 524-3446
Lower Savannah District (Aiken, Allendale, Bamberg, Barnwell, Calhoun, Orangeburg)	Program Nurse, Specialist Orangeburg Co. Health Dept. Phone: 536-4390
Midlands District (Fairfield, Lexington, Newberry, Richland)	Program Nurse, Specialist Richland Co. Health Dept. Phone: 758-7001
Pee Dee District (Chesterfield, Darlington, Dillon, Florence, Marion, Marlboro)	Program Nurse, Specialist Post Ofice Box 4027 Florence, S.C. Phone: 669-4317
Trident District (Berkeley, Charleston, Dorchester)	Program Nurse, Specialist or J. C. Chambers, M.D. Charleston Co. Health Dept. Phone: 723-9251

Upper Savannah District (Abbeville, Edgefield, Laurens, Greenwood, McCormick, Saluda)	Program Nurse, Specialist Post Office Box 797 Greenwood, S.C. Phone: 223-9751
Waccamaw District (Georgetown, Horry, Williamsburg)	Program Nurse, Specialist Myrtle Beach, S.C. Phone: 448-8407
Wateree District (Clarendon, Kershaw, Lee, Sumter)	Program Nurse, Specialist Sumter Co. Health Dept. Phone: 773-5511

OTHER AGENCIES

Auburn Extension Service, Auburn, Alabama
Contact for materials to be sent on mailing list.

Clemson Extension Service, Clemson, South Carolina
Contact for local extension.

Georgia Extension Service, North Fulton Annex 7741, Roswell Road N.E., Atlanta, Georgia

North Carolina Extension Service, Raleigh, North Carolina

Public Libraries have access to the State Library in Columbia, South Carolina if materials you need are not available locally. Ask librarian to contact the State Library for your loan.

Public Relations Director for South Carolina National Bank, Post Office Box 168, Columbia, South Carolina 29226
The director in this office may be able to put teachers in contact with helpful resources such as local March of Dimes, etc.

South Carolina Council of Aging, 915 Main Street, Columbia, South Carolina

South Carolina Department of Social Services, Post Office Box 1520, Columbia, South Carolina

S. C. Genealogical Society, P. O. Box 17128 Greenville, South Carolina 29606
Contact for materials on how to record family tree.

ADDITIONAL RESOURCES

PAMPHLETS

Children's Bureau Publications for Parents, U. S. Department of Health, Education and Welfare, Office of Child Development, Children's Bureau. Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

South Carolina Advisory Council on Vocational and Technical Education, 809 SCN Center, Main at Lady Streets, Columbia, South Carolina 29201 xphone: 803-758-3038).

Co-op Mailings, Post Office Box 248, Hillsdale, New Jersey 07642.

AUDIO-VISUAL MATERIALS (addresses for mailing lists)

South Carolina Lung Association, 1817 Gadsden Street, Columbia, South Carolina 29201.

Barr Films, Post Office Box 5667, Pasedena, California 91107.

Learning Arts, Post Office Box 179, Witchita, Kansas 67201.

Career Aids, Inc., 8950 Lurline Avenue, Department M, Chatsworth, California 91311.

SVE Society for Visual Education, Inc. Department LS-2, 1345 Diversey Parkway, Chicago, Illinois 60614. Home Economics Catalog on Life Skills. (toll free phone: 800-621-1900).

Parents' Magazine Filmstrips, Distributed by PMF Films, Inc., Communications Park, Box 5000, Mount Kisco, New York 10549.